Flinders UNIVERSITY

PANORAMA : Physical Activity and Nutrition Observatory: Research and Monitoring Alliance

A User Guide to the Eat Well Be Active Community Programs data

April 2012

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Table of Contents

1. Introduction....4
   - 1.1. Background to the eat well be active Community Programs....4
   - 1.2. Quality Statement....6
   - 1.3. Using this Guide....7
   - 1.4. Access to data....8
   - 1.5. Acknowledgments....9
   - 1.6. Summary of data available....10
2. Ethics....14
   - 2.1. Summary of ethics applications and addendums for ewba....14
3. Project Monitoring....15
   - 3.1. Infra-red action plans....15
   - 3.2. Interventions database....16
   - 3.3. Reflective Journals....17
4. Qualitative data....18
   - 4.1 Team Reflections....18
   - 4.2 Case studies....19
   - 4.3. Context analysis....20
   - 4.4. Media....21
   - 4.5. Post Box....22
   - 4.6. Photo posters....23
   - 4.7. On the Spot Interviews....24
   - 4.8. Interviews and focus groups....25
5. Quantitative data....26
   - 5.1. Anthropometry....26
     - 5.1.1. 4 year olds....26
     - 5.1.2. 10-12 year olds (primary school students)....27
   - 5.2. Questionnaires....29
     - 5.2.1. Pre-school directors....29
     - 5.2.2. Long Day Care directors....33
     - 5.2.3. Family Day Care directors....38
     - 5.2.4. Student nutrition....43
     - 5.2.5. Student physical activity....48
     - 5.2.6. Parent....52
     - 5.2.7. Teacher....58
     - 5.2.8. Principal (primary school & high school)....61
     - 5.2.9. Canteen (primary school & high school)....68
     - 5.2.10. Out of School Hours Care....73
6. Evaluation Framework....76
7. References....79
8. Appendices....79

Figures

Figure 1: Key messages of the eat well be active Community Programs, strategies to implement key messages and settings for delivery of strategies (Jones, Magarey et al. 2008)..... 4
Figure 2: Evaluation framework for the *eat well be active* Community Programs 77

Tables

Table 1: Organisation of data from the *eat well be active* Community Programs..... 10
Table 2: Dates and details of ethics applications submitted for the *eat well be active* Community Programs 14
Table 3: Summary of available datasets and the tools and sample used to collect them for the *eat well be active* Community Programs 78

1. Introduction

1.1. Background to the eat well be active Community Programs

The *eat well be active* Community Programs was a community-based, childhood obesity prevention program delivered in the rural city of Murray Bridge and metropolitan suburb of Morphett Vale from 2005 until 2010. The aim of the program was to contribute to the healthy weight of young people aged 0-18 years and their families in these communities by increasing healthy eating and physical activity behaviours through the provision of locally relevant and sustainable interventions.

Murray Bridge and Morphett Vale were chosen as intervention communities because of their high levels of obesity, levels of disadvantage and the presence of existing health service infrastructure to support implementation of the project (Pettman et al 2010). Two demographically similar communities were used as comparison sites ("Sea and Vines"[1] and Port Pirie).

Ewba sought to address individual and environmental barriers to behaviour change and was underpinned by primary health care principles and a number of health promotion theories including a community development and capacity building approach and a social ecological model. Implementation was guided by a set of guiding principles and community consultation (Pettman et al 2010).

The key messages, strategies and settings of ewba are shown in Figure 1.

Figure 1: Key messages of the eat well be active Community Programs, strategies to implement key messages and settings for delivery of strategies (Jones, Magarey et al. 2008)

To address each strategy area demonstrated (Figure 1), *ewba* staff (project coordinators) delivered individual strategies across four main settings in Murray Bridge and Morphett Vale, including under-fives, primary school, youth and community. Individual strategies were developed through ongoing consultation with stakeholders through action groups and discussions, resulting in a plan to meet local stakeholder needs. In practice, this meant finding the best fit implementation option for that stakeholder. This could have meant connecting stakeholders with another program or project, facilitating another organisation to provide training, modifying training or resources

[1] "Sea and Vines" refers to the suburbs Aberfoyle Park, Hackham, Christie Downs, Christies Beach, O'Sullivan Beach, Noarlunga Centre, Noarlunga Downs, Moana and Seaford (postcodes 5163 & 5169).

appropriately to meet their needs or developing new resources, training or programs. Each community had an action plan which was developed in consultation with action groups and key stakeholders. The action plan outlined key project objectives and strategies and it was flexible enough to be responsive to changing need. Further information about project consultation, action plan development, local action plans and strategies can be downloaded from:
http://www.health.sa.gov.au/pehs/branches/health-promotion/ewba/consultation.htm

Further information about the project and data collected has been published elsewhere. Baseline data was presented in two reports (Joes et al 2008; Jones et al 2010) and a final report was published in December 2010 (Pettman et al 2010). 2010 (Australian Clinical Trials Registry Number: ACTRN12607000414415). These reports can be downloaded from
http://www.health.sa.gov.au/pehs/branches/health-promotion/ewba/evaluation.htm

1.2. Quality Statement

This User Guide provides a list of qualitative and quantitative data files transferred to PANORAMA at the conclusion of the project as well as key documents of relevance to the project and to potential secondary analysis of the data. No attempt has been made to verify the quality of data contained in these files and applicants should familiarize themselves thoroughly with the ewba Community Program's logic and its elements before requesting data or other documentation.

Program reports and other information can be found at:
http://www.health.sa.gov.au/pehs/branches/health-promotion/ewba/publications.htm

1.3. Using this Guide

This Guide is designed to be used by researchers wishing to access/use data from the *eat well be active* Community Programs. It is designed to provide:

- A summary of what data is available (Section 1.6)
- Detailed information about each dataset listed in Section 1.6, including:

Name
Description
Variable names (quantitative data)
Variable elements (quantitative data)
Important data information (qualitative data)
Links to any relevant documents

The electronic data files are numbered and stored according to the same system outlined in Section 1.6, for ease of location.

The Guide is designed so that researchers can find information about the data most relevant to them. Therefore, datasets and relevant documents have been divided into five areas including:

- Ethics
- Project monitoring
- Qualitative data
- Quantitative data
- Evaluation framework

While each section will provide context for the next, each can also be read and used independently.

Researchers and others using this Guide would benefit from using it in conjunction with the *ewba* final report (Pettman 2010) because (a) some of the information in this User Guide has been taken from this final report and (b) the final report contains further supplementary information to what is presented in this Guide**. The information that has been taken directly from the *ewba* final report and used in this guide (Pettman et al 2010) has been presented in *italics.***

1.4. Access to data

The authorisation process for access to these files and the data they contain is via on-line application to the Data Manager, PANORAMA requesting approval by the PANORAMA Management Committee. Application requirements are provided on the PANORAMA website at

http://www.flinders.edu.au/medicine/sites/panorama/publications/panorama.cfm

Enquiries regarding ewba data held by PANORAMA, should be directed to the Data Manager, PANORAMA Phone +618 8204 4617 datamanager.panorama@flinders.edu.au

1.5. Acknowledgments

Much of the content of this User Guide was sourced from *eat well be active* Community Programs evaluation reports, in particular the final report (Pettman et al 2010).

Acknowledgement is given to the authors of this report including Dr Tahna Pettman, Ms Marian McAllister, Dr Fiona Verity, Associate Professor Anthea Magarey, Dr James Dollman, Ms Melanie Triptree, Ms Sonya Stanley, Ms Annabelle Wilson and Ms Nadia Mastersson.

This report can be accessed from:
http://www.health.sa.gov.au/pehs/branches/health-promotion/ewba/publications.htm

1.6. Summary of data available

Table 1: Organisation of data from the *eat well be active* Community Programs

Available data has been organised into the five following areas, and a short description of what is held in each folder is provided:

2. ETHICS

3. PROJECT MONITORING

4. QUALITATIVE DATA

5. QUANTITATIVE DATA

6. EVALUATION FRAMEWORK

2. ETHICS		
2.1	**Quantitative ethics**	
	2.1.1	Department of Education and Children's Services (DECS) Ethics documents (Ethics applications for DECS)
	2.1.2	SA Health Ethics (Ethics applications for SA Health)
	2.1.3	Other relevant ethics info (Includes letters, questionnaires as sent to Ethics Committees, projected evaluation costs, Australian New Zealand Clinical Trials Registry (ACTR) information and site tracking information)
2.2	**Qualitative Ethics** – applications to SA Health and DECS	
2.3	**Addendum 2009** – Addendums for DECS and SA Health applications, as well as proposed changes to surveys for follow-up data collection	
3. PROJECT MONITORING		
Project_mapping.mdb (Microsoft access file with all intervention activities and reflective journals)		
3.1	**Infra-red action plan** (level of engagement of different sites in 2006 and 2007)	
3.2	**Intervention activities** (intervention activities exported as excel and SPSS files)	
3.3	**Reflective journals** (extra reflective data and analysis not in the access database)	

4. QUALITATIVE DATA		
ewba.nvp – Nvivo file containing all transcripts and analysis		
4.1	**Case Study**	
	4.1.1	Physical Activity in Family Day Care policy
	4.1.2	Drinking water improvements
	4.1.3	Local action groups
	4.1.4	Aboriginal community
	4.1.5	Primary schools
	4.1.6	Youth leadership
	4.1.7	Workforce activity (early childhood)
	4.1.8	Case study questions and pro forma
4.2	**Context anaylsis**	
	4.2.1	Documents informing context analysis
	4.2.2	Changes in staff
	4.2.3	Student context analysis
	4.2.4	Context data
	4.2.5	Example interview
4.3	**Media**	
	4.3.1	Example media articles
	4.3.2	Searches and background documents
	4.3.3	Media analysis reports
	4.3.4	Outline of media analysis project
	4.2.5	Endnote for context and media analysis
4.4	**Empowerment evaluation documents** (pre-intervention, during consultation)	
4.5	**Interviews**	
	All transcripts for interviews, focus groups, team reflections, interview schedules (MS Word), interview raw data files (voice file, .dss) saved here in separate folders. Additionally, all interview, focus group and reflections transcripts are also saved in the NVivo database (ewba.nvp)	
	4.5.1	Case study transcripts
	4.5.2	Focus group transcripts
	4.5.3	Interview schedules
	4.5.4	Interview transcripts
	4.5.5	Team reflection transcripts
	4.5.6	Analysis
	4.5.7	Participants
4.6	**On the spot interviews**	
	4.6.1	Admin – includes letters to shopping centres

	4.6.2	Other – includes report and data
4.7	**Photo-posters**	
	4.7.1	Consent forms
	4.7.2	Data
	4.7.3	Photos and posters
	4.7.4	Reports
	4.7.5	Video footage
4.8	**Post-box**	
	4.8.1	Artwork
	4.8.2	Letters to principals
	4.8.3	Method information for schools
	4.8.4	Winning artwork
	4.8.5	Data
4.9	**Qualitative Evaluation Plan – see also 2.2 ewba qualitative ethics**	
5. QUANTITATIVE DATA		
5.1	**Quantitative Baseline Data 2006**	
	5.1.1	Anthropometric 2006 - primary school data
	5.1.2	Nutrition data - original database and database with scores
	5.1.3	Physical activity data – original database and database with scores
	5.1.4	Parent data
	5.1.5	Teacher data
	5.1.6	Other school data
	5.1.7	Under 5s data – includes Children, Youth and Women's Health Service (CYWHS) anthropometry, Family Day Care, Long Day Care, pre-school and breastfeeding
	5.1.8	Information about scores – how physical activity and nutrition scores were created, as well as syntax to create them
	5.1.9	Merged data – contains a file with child, parent and principal data merged together
	5.1.10	Data on consent – consent rates
	5.1.11	Master copies -a back-up copy of every database
5.2	**Quantitative Follow-up Data 2009**	
	5.2.1	Anthropometric 2009 – Includes anthropometric 2009, a combined 2006/2009 file (with and without z-scores). Other files which are potentially useful have also been included in a separate folder.
	5.2.2	Nutrition data – includes 2009 data (original and without z scores) and combined 2006/ 2009 data
	5.2.3	Physical activity data - – includes 2009 data (original and without scores) and combined 2006/ 2009 data
	5.2.4	Parent data

	5.2.5	Teacher data
	5.2.6	Other school data
	5.2.7	Under 5s - includes CYWHS anthropometry (2009 separately and 2006/2009 combined), Family Day Care, Long Day Care, pre-school and breastfeeding
	5.2.8	Syntax
	5.2.9	Data analysis plans
	5.2.10	Consent rates
5.3	**Quantitative Surveys**	
	5.3.1	Archived surveys – old versions of surveys
	5.3.2	Final surveys 2006 – those used in data collection in 2006
	5.3.3	Old files relating to baseline survey development – surveys used in the development of the final ewba surveys
	5.3.4	Surveys 2009 – those used in data collection in 2009 (there may be some minor changes from the 2006 versions – see the document in this folder (changes to surveys for 2009.doc) which outlines proposed changes from 2006 – 2009)
	5.3.5	Surveys for external use – these are the 2006 versions of the surveys, with a cover page, that can be sent out to people for use. Note that the version of the nutrition survey in this folder is the valid and reliable version. Includes an excel spread sheet with a record about previous requests for ewba questionnaires.
6. EVALUATION FRAMEWORK		
6.1	**Action Plans**	
6.2	**Gantt Charts**	
6.3	**Framework Drafts**	

The following chapters contain further, detailed information about the data from the *eat well be active* Community Programs listed in the summary table above.

2. Ethics

2.1. Summary of ethics applications and addenda for ewba

Ethics approval was sought from:

- SA Health Human Research Ethics Committee
- Ethics committee of the Aboriginal Health Council of South Australia
- Ethics committee of the Department of Education and Child Development (formerly the Department of Education and Children's Services)

Table 2 outlines the approximate dates of applications and details of each of these applications.

Table 2: Dates and details of ethics applications submitted for the *eat well be active* Community Programs

Date	Purpose of application	Details
2006	Initial application	Outlined the project and quantitative components of the evaluation
April 2007	Qualitative ethics application	Outlined qualitative aspect of the evaluation
April 2009	Addendum	Changes to surveys for follow-up data collection & details of the PhD project

Other documents, related to these ethics applications, that may be useful include:

- Consent forms
- Questionnaires, as they were sent to the Ethics committees
- Australian New Zealand Clinical Trials Registry (ACTR) Trial Submission Form

3. Project Monitoring

The project monitoring aspect of the *ewba* evaluation was designed to enable process evaluation.

3.1 Infra-red action plans

Dataset name: Infra-red action plans

Dataset type: Microsoft PowerPoint slides

Dataset description: Infra-red action plans were created by a *ewba* project coordinator to visually represent the level of engagement of different agencies/ settings in the Morphett Vale community in 2006 and 2007.

Sample: Agencies considered included: community centres, Aboriginal and Torres Strait Islander agencies, day care/playgroups, schools, youth agencies, welfare agencies, Australian Breastfeeding Association, local government authorities, health services, clubs and community projects.

Tool used to collect data: Agencies were presented visually and given a rating of red (high level of activity and engagement), orange (moderate activity and engagement), yellow/orange (beginning-to-moderate activity and engagement), yellow (beginning activity and engagement) or blue (no activity and engagement).

Related files and location: None

3.2 Interventions database

Dataset name: Interventions database

Dataset type: Microsoft Access file

Dataset description: *The Interventions database was designed to keep track of project interventions and enabled project coordinators to keep track of the processes, outputs and impacts of their work. The database was intended for quantification of how much intervention (dose) occurred, alongside a description of what strategies were undertaken in sites (e.g. policy or program development; workforce or peer education and training; promotion and marketing; physical infrastructure etc). Process evaluations from practical intervention sessions were also collated.*

Sample: Entries for all *ewba* interventions between January 2006 and December 2009**.** Counts of ewba interventions are provided for the following areas: workforce development, peer education, policy, infrastructure, programs and resources, promotion, community development and side orders. See Pettman et al 2010, pp. 40-57.

Tool used to collect data: A Microsoft access database was designed to record interventions. *The database was set up with intervention settings, site names, and 'menu' of strategies. Over a period of 4 years, staff entered information in these fields on their day-to-day practice in sites. Information captured included dates, stakeholders involved, number of meetings held/workshops delivered/actions (over time).*

Related files and location:
Menu of strategies – lists all of the *ewba* strategies for intervention, on page 35 of the final report (Pettman et al 2010).

3.3 Reflective Journals

Dataset name: Reflective journals

Dataset type: Microsoft Access file

Dataset description: *Project coordinators maintained journal entries to summarise the nature of their daily work, together with a rating of the perceived impact their work had. Workers were able to describe their daily challenges, successes and professional learnings and insights into their process of working in the community.*

Sample: *A total of 711 entries were counted in the project database, spanning nearly five years, with entries beginning on 1st June 2005 and the final entry on 8th January 2010. Entries were provided by a total of seven ewba staff (three in Morphett Vale and four in Murray Bridge) and one student. Of the 711 counts, 399 (54%) were related to Morphett Vale and 278 (39%) were related to Murray Bridge. A further 34 (5%) were related to the entire project.*

Tool used to collect data: The project mapping database was also designed to have a section where project coordinators could enter reflections about their work. Entries were able to be tagged with one or more of the following five themes: sustainability, equity, intersectoral collaboration, community development and/or Aboriginal community.

Project coordinators were also able to rate their perceived impact of the meeting, using a scoring system where -5 indicated a strongly negative impact, 0 no impact and +5 a strongly positive impact.

Related files and location: None

4 Qualitative data

4.1 Team Reflections

Dataset name: Team reflections

Dataset type: Transcripts

Dataset description: During the intervention phase of the project, e*wba* staff (project coordinators, managers and evaluation staff) participated in a focus groups every three months. These focus groups provided a space for reflective discussion and were facilitated by a member of the *ewba* Evaluation Academic Team experienced in community development. Focus groups were usually 1 – 1 ½ hours in length and were recorded and transcribed.

Sample: *ewba* project staff (project coordinators, managers and evaluation staff) from 2006-2010

Tool used to collect data: Focus groups conducted at team meetings by Dr Fiona Verity (member of the *ewba* Evaluation Academic Team)

Related files and location: None

4.2 Case studies

Dataset name: Case studies

Dataset type: Written summaries of seven *ewba* intervention strategies

Dataset description: Case studies were conducted to explore seven *ewba* intervention strategies in more depth, in particular to assess if, how and why these strategies enabled capacity building, equity and sustainability.

Sample: Seven case studies were conducted on the following intervention strategies: drinking water improvements, workforce development in early childhood and education, Youth Leadership Program, physical activity policy in Family Day Care, example of a primary school ewba approach, working with the Aboriginal community in Murray Bridge and local action groups.

Tool used to collect data: Sources of data used to inform the case studies included: interviews with key informants; interviews with stakeholders, health service staff and *ewba* staff; *ewba* project coordinator learnings/reflections; and review of project records/intervention process monitoring data.

Case studies were analysed and structured according to the process presented by Legge et al (1996). Dimensions that were considered included: inspirational leadership, consumer and community involvement, collaborative local networking , strong vertical partnerships, inter-sectoral collaboration, integration of the macro and micro , organisational learning , policy participation and good management. Recommendations and implications for practice were also included for each case study.

Related files and location: Legge paper (Legge et al 1996) which outlines the framework used to complete the case studies.

Pettman et al 2010, pp.58-89.

4.3 Context analysis

Dataset name: Context analysis

Dataset type: Written summaries of healthy eating/physical activity/obesity context from 2005-2009

Dataset description: The purpose of the context analysis was to capture the socio-political context in which *ewba* occurred. This included healthy eating/physical activity/obesity public policy, internet, media and other coverage of childhood overweight and obesity. The context analysis involved monitoring of contextual events including key national, state and local policy and program developments related to nutrition and physical activity from 2005–2009.

Sample: Information was collected from various sources including internet searches, interviews with ewba intervention workers and key informants in comparison sites and project contextual records.

Tool used to collect data: A framework was developed for collection of this information. This framework was based on the ANGELO framework (Swinburn, 1999) and a policy instrument (Bridgman & Davis, 1998) (identifies aspects of policy that influence societies' choices e.g. advocacy, money, government action, law). Information was considered as relevant to the ewba context if it met criteria outlined in a decision tree.

Related files and location:
Decision tree used to guide collection of information
Media analysis
Student report
Pettman et al 2010, pp 10-12; 155-168

4.4 Media

Dataset name: Media analysis

Dataset type: Written summaries of media associated with childhood obesity from 2005-2009

Dataset description: *A print media analysis was undertaken for the years 2005–2009 (aligning with pre and post ewba implementation) to add to the understanding of the reach, context and the discursive constructions of childhood overweight and obesity. The media search and analysis included: counts of media articles during 2005–2009 and a content analysis of these media articles.*

Sample: *South Australian print media were obtained by searching ANZ Newstand and Factiva databases, including only The Advertiser and Sunday Mail (News Limited). Additionally the Southern Times Messenger (distributed to the southern metropolitan area, including the ewba site of Morphett Vale and Sea and Vines comparison site), the Murray Valley Standard (rural city of Murray Bridge), and The Recorder (Port Pirie) were searched to cover local media.*

Tool used to collect data: *Search terms included child* AND overweight OR obes* and eat well be active (PHRASE).*

A content analysis was undertaken using coding. Articles were coded using pre-determined content code words, to create themes that were indicative of the media techniques and article structure. Multiple codes could be applied to one article.

Related files and location: Pettman et al 2010, pp.157-159

4.5 Post Box

Dataset name: Post Box

Dataset type: Artwork, Responses from postcards (child & parent)

Dataset description: *The post box activity was a school based evaluation method to gather perceived changes related to healthy eating and physical activity in the school and home setting. Students in Years 5, 6 and 7 from six schools were invited to submit artwork that addressed the following question – 'What nutrition changes have you seen introduced within your school because of eat well be active?' A thematic reading of this artwork was undertaken.*

The postcard activity was undertaken for nutrition in 2007 and physical activity in 2008.

Sample: Students in Years 5, 6 and 7 from six schools involved in *ewba* and their parents
Nutrition: n=264 responses
Physical activity: n=261 responses

Tool used to collect data: For both nutrition and physical activity, some of the drawings were selected and turned into postcards. Three evaluation questions were placed on the back of each postcard. Students and their parents completed the postcards and dropped them into the *ewba* 'post box' at the school.

Related files and location: None

4.6 Photo posters

Dataset name: Photo posters

Dataset type: Photos; photo-posters; video footage, focus group responses

Dataset description: *Photo-posters were designed to explore students' perceptions of changes related to healthy eating and physical activity in the school setting. In particular, this method was designed to assess student interpretation and awareness of key ewba initiatives and to explore the implementation and commitment of primary schools (from students' perspective) toward the ewba schools initiatives.*

Sample: Year 6-7 students at 2 schools (n=33) participated in 2 sessions of 2 hours each

Tool used to collect data: Groups of students planned their photo-posters, and then took photos of ewba initiatives at their school. Students were also asked to provide feedback in a focus group where they were asked a set of questions.

Related files and location:
None

4.7 On the Spot Interviews

Dataset name: On the spot interviews

Dataset type: Responses to question - understandings of *ewba* messages, Number of people aware of *ewba*

Dataset description: On-the-spot interviews were undertaken in shopping centres in ewba intervention sites to identify whether local community members were (a) aware of ewba and (b) aware of its key messages. A stall was set up in one shopping centre in each community and shoppers were approached to participate in a 5-10 minute interview. Data were transcribed and reviewed for themes.

Sample: The activity was conducted once during 2007/08 in Murray Bridge and once in Morphett Vale.

Tool used to collect data: A random selection of the following three questions were asked of a convenience sample of shoppers:

Have you heard of *eat well be active?*
Do you know about *eat well be active?*
What do you know about *eat well be active?*

Related files and location:
Pettman et al (2010) – incorporated into Section 7

4.8 Interviews and focus groups

Dataset name: Semi-structured interviews and focus groups

Dataset type: Transcripts

Dataset description: *Interviews and focus groups were conducted with key stakeholders in ewba intervention sites, including: local action groups, youth, parents, school and community agency staff. Interviews and focus groups were also conducted with the project team, Project Management Committee and community health service representatives. The majority of these interviews and focus groups were conducted at the end of the ewba project. Questions included involvement in ewba interventions, intentions and perceived change and achievements, perceptions about the ewba model, sustainability of developments, and unintended consequences.*

Sample: *Participants (n=39) were selected by the evaluation coordinator and project manager, guided by the academic evaluation team and the ewba team. ewba coordinators and managers discussed potential participants with the evaluation coordinator and informants were then approached for interview. A total of thirty-nine people participated in an interview or focus group.*

Tools used to collect data: Interview schedules.

Related files and location:
Final report (Pettman et al 2010) – Sections 6.3 (behaviours, attitudes and knowledge), 6.5 (environments) 7 (Demonstrating and understanding the intervention) and 8 (project reach, sustainability and transferability)

5 Quantitative data

5.1 Anthropometry

5.1.1 4 year olds

Dataset name: 4 year old anthropometry

Dataset description: *Height and weight of 4 – 5 year old children's de-identified data (SA preschool age) were obtained from Children, Youth and Women's Health Service's (CYWHS) monitoring system. Measures of children resident in the postcodes in intervention and comparison sites, and taken between January – December 2006 and January – Dec 2009 were used.*

Data summary:

		Baseline (2006)		***Follow-up (2009)***	
		N	***%***	***N***	***%***
Intervention	*Morphett Vale*	*309*	*30.7*	*261*	*21.1*
	Murray Bridge	*155*	*15.4*	*194*	*15.6*
Comparison	*Sea and Vines*	*331*	*32.9*	*647*	*52.0*
	Port Pirie	*210*	*20.9*	*142*	*11.4*
TOTAL		*1005*	*100*	*1244*	*100*

Pettman et al 2010 p. 97

Tool used to collect data: Data obtained from CYWHS 4-5 year old growth check database (for ewba intervention and comparison suburbs only).

Related files and location:
Pettman et al 2010 Section 5.1

Variables:
Birth date
Gender
Service date
Child height (cm)
Child weight (gm)
Postcode
Suburb

Further analysis: BMI was calculated using z-scores and weight status was considered using International Obesity Taskforce Categories. These measurements are available by requesting the databases with z-scores/weight status.

5.1.2 10-12 year olds (primary school students)

Dataset name: Primary school (10-12 year old) anthropometry

Dataset description: *Height, weight and waist circumference of 10 – 12 year old children (SA primary school Years 5 – 7) were measured at ewba visits to schools in intervention and comparison sites.*

Data summary:

		Baseline (2006)		***Follow-up (2009)***	
		N	***%***	***N***	***%***
Intervention	*Morphett Vale*	*506*	*31.1*	*385*	*32.1*
	Murray Bridge	*330*	*20.3*	*205*	*17.1*
Comparison	*Sea and Vines*	*372*	*22.9*	*251*	*21.0*
	Port Pirie	*418*	*25.7*	*357*	*29.8*
TOTAL		*1626*	*100*	*1198*	*100*

Pettman et al 2010, p. 101

Tool used to collect data: Weight, height & waist circumference measured by trained data collectors in primary schools. *Training in basic physical measurement was given by Dr Jim Dollman of University of South Australia, according to the protocols of the International Society for the Advancement of Kinanthropometry (ISAK; Norton and Olds 1996).*

Body weight (to 100g) and height (to 0.1cm) were measured using Tanita digital lithium scales (HD-319) and a Mentone Educational portable height scale (PEO87), respectively. Waist girth was measured using Lufkin (W606PM) constant tension metal tapes at the level of the visible narrowing of the waist at the end of normal expiration.

All measurements were taken twice; a third was taken if the difference between the two measurements was too great:

- height: 0.5mm
- waist: if the difference exceeded 2% of the lower of the two scores
- weight: if there was a 1% (or greater) difference between the first and second readings (Wilson et al 2009)[2].

If two measures were taken, the mean was calculated, if three were taken then the median was used.

Related files and location:

Final ewba report (Pettman et al 2010); Public Health Nutrition paper – protocols and methods for data collection

Variables:
Birth date
Gender
Child height (cm)
Child weight (kg)
Child waist circumference

[2] Measurement technique taken from Norton et al 1996

Further analysis: BMI and waist circumference were calculated using z-scores and weight status was considered using International Obesity Taskforce Categories. These measurements are available by requesting the databases with z-scores/ weight status.

5.2 Questionnaires

5.2.1 Pre-school directors

Dataset name: Pre-School

Dataset description: Survey designed to capture information about child behaviours, knowledge, attitudes and environments associated with healthy eating and physical activity in the pre-school setting.

Data summary:

	N (2006)	***N (2009)***
Intervention	*10*	*10*
Comparison	*9*	*9*
TOTAL	*19*	*19*

Tool used to collect data: Pre-school director's questionnaire. Mailed to Pre-school Directors in ewba intervention and comparison sites in 2006 (baseline) and 2009 (follow-up).

Related files and location:
Final report including sections 6.4.1 and 6.5.2
Baseline Report Part 2 (Jones et al 2010)

Data available:

Data entered according to the items on the Pre-school questionnaire (Appendix 1)

Scores were created from numerous items to measure several environmental constructs. More information about the development of these scores can be found in the ewba final report (Pettman et al 2010) on page 22 and 121-122.

Variables:

Question number - questionnaire	Variable name 2006	Variable name 2009	Variable values
1	Q1	ps_q1	1=yes 2=no
2	Q2	ps_q2	1=yes 2=no
	Q2.1 Q2.2A Q2.2B	ps_q2.1_yr; ps_q2.2_mth; ps_q2.2_yr	Year and/ or month typed in (if relevant)
3a, 3b, 3c, 3d	Q3A, Q3B, Q3C, Q3D	ps_q3_a, ps_q3_b, ps_q3_c, ps_q3_d	1=completely 2=to some extent 3=not at all
4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 4k, 4l	Q4A, Q4B, Q4C, Q4D, Q4E, Q4F, Q4G, Q4H, Q4I, Q4J, Q4K, Q4L	ps_q4_a, ps_q4_b, ps_q4_c, ps_q4_d, ps_q4_e, ps_q4_f, ps_q4_g, ps_q4_h, ps_q4_i, ps_q4_j, ps_q4_k, ps_q4_l	1=completely 2=to some extent 3=not at all
5	Q5	ps_q5	1=yes 2=no
6	Q6	ps_q6	1=yes 2=no
	Q66.1 Q66.2A Q66.2B	ps_q6.1_yr; ps_q6.2_mth; ps_q6.2_yr	Year and/ or month typed in (if relevant)
7a, 7b, 7c, 7d	Q7A, Q7B, Q7C, Q7D	ps_q7_a, ps_q7_b, ps_q7_c, ps_q7_d	1=completely 2=to some extent 3=not at all
8a, 8b, 8c, 8d, 8e, 8f, 8g, 8h, 8i, 8j, 8k, 8l	Q8A, Q8B, Q8C, Q8D, Q8E, Q8F, Q8G, Q8H, Q8I, Q8J, Q8K, Q8L	ps_q8_a, ps_q8_b, ps_q8_c, ps_q8_d, ps_q8_e, ps_q8_f, ps_q8_g, ps_q8_h, ps_q8_i, ps_q8_j, ps_q8_k, ps_q8_l	1=completely 2=to some extent 3=not at all
9a, 9b, 9c, 9d, 9e, 9f, 9g, 9h, 9i, 9j, 9k, 9l	Q9A, Q9B, Q9C, Q9D, Q9E, Q9F, Q9G, Q9H, Q9I, Q9J, Q9K, Q9L	ps_q9_a, ps_q9_b, ps_q9_c, ps_q9_d, ps_q9_e, ps_q9_f, ps_q9_g, ps_q9_h, ps_q9_i, ps_q9_j, ps_q9_k, ps_q9_l	1=not at all 2=once 3=once a term 4=more frequently
	Q9L Spec	ps_q9_l_other	Type in text for other (Q9l)
10	Q10A, Q10B	ps_q10_a, ps_q10_b	1=very well 2=well 3=poorly 4=very poorly

11a, 11b, 11c, 11d, 11e	Q11A, Q11B, Q11C, Q11D, Q11E	ps_q11_a, ps_q11_b, ps_q11_c, ps_q11_d, ps_q11_e	1=not at all 2=once 3=once a term 4=more frequently
12	Q12	ps_q12	1=strongly agree 2=agree 3=not sure 4=disagree 5=strongly disagree
13a, 13b, 13c, 13d	Q13A, Q13B, Q13C, Q13D	ps_q13_a, ps_q13_b, ps_q13_c, ps_q13_d	1=Inadequate 2=Barely adequate 3=Adequate 4=More than adequate 5=Not applicable
14	Q14A, Q14B	ps_q14_a; ps_q14_b	1=yes 2=no
	Q14A.1, Q14B.1	ps_q14_a_mins; ps_q14_b_mins	Please type in minutes
15a, 15b, 15c, 15d	Q15A, Q15A.1, Q15B, Q15B.1, Q15C, Q15C.1, Q15C, Q15C.1	ps_q15_a_hrs ps_q15_a_mins ps_q15_b_hrs ps_q15_b_mins ps_q15_c_hrs ps_q15_c_mins ps_q15_d_hrs ps_q15_d_mins	Answers in hours and/ or minutes
16a, 16b, 16c, 16d, 16e, 16f, 16g, 16h	Q16A, Q16B, Q16C, Q16D, Q16E, Q16F, Q16G, Q16H	ps_q16_a, ps_q16_b, ps_q16_c, ps_q16_d, ps_q16_e, ps_q16_f, ps_q16_g, ps_q16_h	1=never/ rarely 2=some of the time 3=most of the time 4=always 5=Don't know/ Not applicable
17a, 17b, 17c, 17d, 17e, 17f, 17g	Q17A, Q17B, Q17C, Q17D, Q17E, Q17F, Q17G	ps_q17_a, ps_q17_b, ps_q17_c, ps_q17_d, ps_q17_e, ps_q17_f, ps_q17_g	1=yes 2=to some extent 3=no 4=does not apply
18a, 18b, 18c, 18d, 18e, 18f, 18g	Q18A, Q18B, Q18C, Q18D, Q18E, Q18F, Q18G	ps_q18_a, ps_q18_b, ps_q18_c, ps_q18_d, ps_q18_e,	1=never 2=up to 4 times/ year 3=more than 4 times/ year

		ps_q18_f, ps_q18_g	
q 18 f other	Q18F Spec	ps_q18_f_other	written response
19a, 19b, 19c, 19d, 19e, 19f, 19g, 19h, 19i, 19j, 19k, 19l, 19m	Q19A, Q19B, Q19C, Q19D, Q19E, Q19F, Q19G, Q19H, Q19I, Q19J, Q19K, Q19L, Q19M	ps_q19_a, ps_q19_b, ps_q19_c, ps_q19_d, ps_q19_e, ps_q19_f, ps_q19_g, ps_q19_h, ps_q19_i, ps_q19_j, ps_q19_k, ps_q19_l, ps_q19_m	1=strongly agree 2=agree 3=not sure 4=disagree 5=strongly disagree
20	Q20	ps_q20	Please type in text
21	Q21A, Q21B, Q21C, Q21D	ps_q21_a, ps_q21_b, ps_q21_c, ps_q21_d, ps_q21_e	numbers typed in
22	Q22A Q22A.1 Q22B Q22B.1	ps_q22A_a, ps_q22A_b, ps_q22A_c, ps_q22A_d, ps_q22B_a, ps_q22B_b, ps_q22B_c, ps_q22B_d	1=yes 2=no
Comments	comments	ps_comments	written responses

5.2.2 Long day care directors

Dataset name: Long Day Care

Dataset description: Survey designed to capture information about child behaviours, knowledge, attitudes and environments associated with healthy eating and physical activity in the long day care setting.

Data summary:

	N (2006)	***N (2009)***
Intervention	*7*	*7*
Comparison	*2*	*4*
TOTAL	*9*	*11*

Tool used to collect data: Long Day Care Director's questionnaire. Mailed to Directors of Long Day Care Centres in ewba intervention and comparison sites in 2006 (baseline) and 2009 (follow-up).

Related files and location:
Final report section 6.4.1 and 6.5.2
Baseline Report Part 2 (Jones et al 2010)

Data available:

Data entered according to the items on the LDC questionnaire (Appendix 1)

Scores were created from numerous items to measure several environmental constructs. More information about the development of these scores can be found in the ewba final report (Pettman et al 2010) on page 22 and 119-120.

Variables:

Question number - questionnaire	Variable name 2006	Variable name 2009	Variable values
1	Q1	ldc _q1	1=yes 2=no
	Q1.1 Q1.2A Q1.2B	ldc _q1.1_yr; ldc _q1.2_mth; ldc_q2.2_yr	Year and/ or month typed in (if relevant)
2a, 2b, 2c	Q3A, Q3B, Q3C	ldc_q2_a, ldc_q2_b, ldc_q2_c	1=completely 2=to some extent 3=not at all
3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3j, 3k, 3l	Q3A, Q3B, Q3C, Q3D, Q3E, Q3F, Q3G, Q3H, Q3I, Q3J, Q3K, Q3L	ldc_q3_a, ldc_q3_b, ldc_q3_c, ldc_q3_d, ldc_q3_e, ldc_q3_f, ldc_q3_g, ldc_q3_h, ldc_q3_i, ldc_q3_j, ldc_q3_k, ldc_q3_l	1=completely 2=to some extent 3=not at all
4	Q4	ldc_q4	1=yes 2=no
	Q4.1 Q4.2A Q4.2B	ldc_q4.1_yr; ldc_q4.2_mth; ldc_q4.2_yr	Year and/ or month typed in (if relevant)
5a, 5b, 5c	Q5A, Q5B, Q5C	ldc_q5_a, ldc_q5_b, ldc_q5_c	1=completely 2=to some extent 3=not at all
6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j, 6k, 6l, 6m, 6n, 6o, 6p	Q6A, Q6B, Q6C, Q6D, Q6E, Q6F, Q6G, Q6H, Q6I, Q6J, Q6K, Q6L, Q6M, Q6N, Q6O, Q6P	ldc_q6_a, ldc_q6_b, ldc_q6_c, ldc_q6_d, ldc_q6_e, ldc_q6_f, ldc_q6_g, ldc_q6_h, ldc_q6_i, ldc_q6_j, ldc_q6_k, ldc_q6_l, ldc_q6_m, ldc_q6_n, ldc_q6_o, ldc_q6_p	1=completely 2=to some extent 3=not at all 4=does not apply
7a, 7b, 7c, 7d	Q7A, Q7B, Q7C, Q7D, Q7E, Q7F, Q7G, Q7H, Q7I, Q7J, Q7K, Q7L	ldc_q7_a, ldc_q7_b, ldc_q7_c, ldc_q7_d, ldc_q7_e, ldc_q7_f, ldc_q7_g,	1=not at all 2=once 3=once a term 4=more frequently

		ldc_q7_h, ldc_q7_i, ldc_q7_j, ldc_q7_k, ldc_q7_l	
	Q7L Spec	ldc_q7_l_other	Type in text for other (Q7l)
8a, 8b	Q8A, Q8B	ldc_q8_a, ldc_q8_b	1=very well 2=well 3=poorly 4=very poorly
9a, 9b, 9c, 9d, 9e	Q9A, Q9B, Q9C, Q9D, Q9E	ldc_q9_a, ldc_q9_b, ldc_q99_c, ldc_q9_d, ldc_q9_e	1=not at all 2=once 3=once a term 4=more frequently
10	Q10	ldc_q10	1=strongly agree 2=agree 3=not sure 4=disagree 5=strongly disagree
11a, 11b, 11c, 11d	Q11A, Q11B, Q11C, Q11D	ldc_q11_a, ldc_q11_b, ldc_q11_c, ldc_q11_d	1=Inadequate 2=Barely adequate 3=Adequate 4=More than adequate 5=Not applicable
12	Q12A, Q12B	ldc_q12_a; ldc_q12_b	1=yes 2=no
	Q12A1, Q12B1	ldc_q12_a_mins; pa_q12_b_mins	Please type in minutes
13a, 13b, 13c, 13d	Q13A1, Q13A2, Q13B1, Q13B2, Q13C1, Q13C2, Q13D1, Q13D2	ldc_q13_a_hrs ldc_q13_a_mins ldc_q13_b_hrs ldc_q13_b_mins ldc_q13_c_hrs ldc_q13_c_mins ldc_q13_d_hrs ldc_q13_d_mins	Answers in hours and/ or minutes
14a, 14b, 14c, 14d, 14e, 14f, 14g, 14h	Q14A, Q14B, Q14C, Q14D, Q14E, Q14F, Q14G, Q14H	ldc_q14_a, ldc_q14_b, ldc_q14_c, ldc_q14_d, ldc_q14_e, ldc_q14_f, ldc_q14_g, ldc_q14_h	1=never/ rarely 2=some of the time 3=most of the time 4=always 5=Don’t know/

			Not applicable
15a, 15b, 15c, 15d, 15e, 15f, 15g	Q15A, Q15B, Q15C, Q15D, Q15E, Q15F, Q15G	ps_q15_a, ps_q15_b, ps_q15_c, ps_q15_d, ps_q15_e, ps_q15_f, ps_q15_g	1=yes 2=to some extent 3=no 4=does not apply
16	Q15, Q16.1	ldc_q16, ldc_q16.1	1=yes 2=no
17	Q17, Q17.1	ldc_q17, ldc_q17.1	1=yes 2=no
18a, 18b, 18c, 18d, 18e, 18f, 18g	Q18A, Q18B, Q18C, Q18D, Q18E, Q18F, Q18G	ldc_q18_a, ldc_q18_b, ldc_q18_c, ldc_q18_d, ldc_q18_e, ldc_q18_f, ldc_q18_g	1=never 2=up to 4 times/ year 3=more than 4 times/ year
q 18 f other	Q18F Spec	ps_q18_f_other	written response
19a, 19b, 19c, 19d, 19e, 19f, 19g, 19h, 19i, 19j, 19k, 19l, 19m	Q19A, Q19B, Q19C, Q19D, Q19E, Q19F, Q19G, Q19H, Q19I, Q19J, Q19K, Q19L, Q19M	ldc_q19_a, ldc_q19_b, ldc_q19_c, ldc_q19_d, ldc_q19_e, ldc_q19_f, ldc_q19_g, ldc_q19_h, ldc_q19_i, ldc_q19_j, ldc_q19_k, ldc_q19_l, ldc_q19_m	1=strongly agree 2=agree 3=not sure 4=disagree 5=strongly disagree
20	Q20	ldc_q20	Text (name of LDC)
21	Q21	ldc_q21	1=community-based 2=privately owned
22	Q22A, Q22B, Q22C, Q22D	ldc_q22_a, ldc_q22_b, ldc_q22_c, ldc_q22_d, ldc_q22_e	numbers typed in
23	Q23 Q23.1 Q23.2	ldc_q23 ldc_q23_mth; ldc_q23_yr	1= No 2= yes, trained bot not planning on working towards accreditation 3= yes, in the process of working towards

			accreditation 4=Yes trained and accredited (with month & year accreditation is valid until)
24	Q24A Q24A1.1 Q24B Q24B1.1	ldc_q24A_a, ldc_q24A_b, ldc_q24A_c, ldc_q24A_d, ldc_q24B_a, ldc_q24B_b, ldc_q24B_c, ldc_q24B_d,	1=yes 2=no
Comments	comments	ldc_comments	Please type in text

5.2.3 Family Day Care directors

Dataset name: Family Day Care

Dataset description: Survey designed to capture information about child behaviours, knowledge, attitudes and environments associated with healthy eating and physical activity in the Family Day Care setting.

Data summary:

	N (2006)	***N (2009)***
Intervention	*9*	*10*
Comparison	*7*	*8*
TOTAL	*16*	*18*

Tool used to collect data: FamilyDay Care Director's questionnaire. Mailed to Family Day Care Providers in ewba intervention and comparison sites in 2006 (baseline) and 2009 (follow-up).

Key files & location:
2006 and 2009 data is organised separately. However, a file is also available with 2006 and 2009 combined data. Use the following links to access the desired files:

Related files and location:
Final report section 6.4.1 and 6.5.2
Baseline Report Part 2 (Jones et al 2010)

Data available:

Data entered according to the items on the FDC questionnaire (Appendix 1)

Scores were created from numerous items to measure several environmental constructs. More information about the development of these scores can be found in the ewba final report (Pettman et al 2010) on page 22 and 117-118.

Variables:

Question number - questionnaire	Variable name 2006	Variable name 2009	Variable values
1	Q1	fdc _q1	1=yes 2=no
2	Q2	fdc_q2	1=yes 2=no
	Q2.1M, Q2.1Y	fdc_q2.1_mth, fdc_q2.1_yr	Month and/ or year
3	Q3	fdc_q3	1=yes 2=no
4	Q4	fdc_q4	Comments (text)
5a, 5b, 5c, 5d, 5e, 5f, 5g	Q5A, Q5B, Q5C, Q5D, Q5E, Q5F, Q5G	fdc_q5_a, fdc_q5_b, fdc_q5_c, fdc_q5_d, fdc_q5_e, fdc_q5_f, fdc_q5_g	1=not at all 2=once 3=once a term 4=more frequently
	Q5G comments	fdc_q5_other	Type in text for other (Q5g)
6	Q6	fdc_q6	1=strongly agree 2=agree 3=not sure 4=disagree 5=strongly disagree
7a, 7b, 7c, 7d	Q7A, Q7B, Q7C, Q7D	fdc_q7_a, fdc_q7_b, fdc_q7_c, fdc_q7_d	1=Inadequate 2=Barely adequate 3=Adequate 4=More than adequate 5=Not applicable
8a, 8b, 8c, 8d, 8e, 8f	Q8A, Q8A1, Q8B, Q8B1, Q8C, Q8C1, Q8D, Q8D1, Q8E, Q8E1, Q8F, Q8F1	fdc_q8_a_hrs fdc_q8_a_mins fdc_q8_b_hrs fdc_q8_b_mins fdc_q8_c_hrs fdc_q8_c_mins fdc_q8_d_hrs fdc_q8_d_mins fdc_q8_e_hrs fdc_q8_e_mins fdc_q8_f_hrs fdc_q8_f_mins	Answers in hours and/ or minutes
9a, 9b, 9c, 9d, 9e, 9f, 9g	Q9A, Q9B, Q9C, Q9D, Q9E, Q9F, Q9G	ldc_q9_a, ldc_q9_b, ldc_q9_c, ldc_q9_d, ldc_q9_e, ldc_q9_f, ldc_q9_g	1=never/ rarely 2=some of the time 3=most of the time 4=always 5=Don't know
10a, 10b, 10c, 10d, 10e, 10f, 10g, 10h, 10i, 10j, 10k, 10l, 10m	Q10A, Q10B, Q10C, Q10D, Q10E, Q10F, Q10G, Q10H, Q10I, Q10J, Q10K, Q10L, Q10M	fdc_q10_a, fdc_q10_b, fdc_q10_c, fdc_q10_d, fdc_q10_e, fdc_q10_f, fdc_q10_g, fdc_q10_h, fdc_q10_i, fdc_q10_j, fdc_q10_k, fdc_q10_l,	1=yes 2=to some extent 3=no 4=does not apply

		fdc_q10_m	
11a, 11b, 11c, 11d, 11e, 11f, 11g, 11h, 11i, 11j, 11k, 11l	Q11A, Q11B, Q11C, Q11D, Q11E, Q11F, Q11G, Q11H, Q11I, Q11J, Q11K, Q11L	fdc_q11_a, fdc_q11_b, fdc_q11_c, fdc_q11_d, fdc_q11_e, fdc_q11_f, fdc_q11_g, fdc_q11_h, fdc_q11_i, fdc_q11_j, fdc_q11_k, fdc_q11_l	1=strongly agree 2=agree 3=not sure 4=disagree 5=strongly disagree
12	Q12	fdc_q12	1=male 2=female
13	Q13	fdc_q13	postcode
14	Q14	fdc_q14	year born

2006 (baseline)

Question number - questionnaire	**Variable name 2006**	**Question**	**Variable values**
15 Note – in 2006 this question was entered as though participants only ticked one box. However some people ticked up to 13 boxes, hence why there are 13 variables.	Q15 1 Q15 2 Q15 3 Q15 4 Q15 5 Q15 6 Q15 7 Q15 8 Q15 9 Q15 10 Q15 11 Q15 12 Q15 13	ethnicity	(01 Australian Aboriginal and Torres Strait Islander Peoples) (02) Other Australian (03) Maori (04) New Zealander (05) Other Oceanian (06) English (07) Scottish (08) Irish (09) Dutch (10) German (11) Other North-West European (12) Italian (13) Maltese (14) Croatian (15) Greek (16) Macedonian (17) Serbian (18) Polish (19) Russian (20) Other Southern and Eastern European (24) Vietnamese (25) Filipino (26) Indonesian (27) Other South-East Asian (28) Chinese (29) Other North-East Asian (30) Indian (31) Other southern and Central Asian (32) People of the Americas (33) Sub-Saharan

			African
16	Q16	length of time as a FDC provider	1=less than 1 year 2=1-2 years 3=2-3 years 4=3-5 years 5=5 years or more
17	Q17 1 Q17 2 Q17 3 Q17 4	age of children cared for in last 7 days	Number of children in the following age groups: 1=0-2 years 2=3-5 years 3=6-12 years 4=over 12 years
18	Q18 1 Q18 2	background of children cared for	1=yes blank=no
19	Q19 1 Q19 2 Q19 3 Q19 4 Q19 5 Q19 6 Q19 7 Q19 8 Q19 9 Q19 9 comments	level of education of FDC provider	1=yes blank=no
20	Q20 A Q20 B	PD associated with healthy eating and physical activity	1=yes 2=no
Comments			

2009 (follow-up)

Question number - questionnaire	**Variable name 2009**	**Question**	**Variable values**
15	fdc_q15	Aboriginal or Torres Strait Islander status	1=no 2=Aboriginal 3=Torres Strait Islander 4=both
16	fdc_q16_01 fdc_q16_02 fdc_q16_03 fdc_q16_04 fdc_q16_05 fdc_q16_06 fdc_q16_07 fdc_q16_08 fdc_q16_09 fdc_q16_10 fdc_q16_11 fdc_q16_12 fdc_q16_13 fdc_q16_14	ethnicity	1=yes blank=no text for fdc_q16_29_other

	fdc_q16_15 fdc_q16_16 fdc_q16_17 fdc_q16_18 fdc_q16_19 fdc_q16_20 fdc_q16_21 fdc_q16_22 fdc_q16_23 fdc_q16_24 fdc_q16_25 fdc_q16_26 fdc_q16_27 fdc_q16_28 fdc_q16_29 fdc_q16_29_other		
17	fdc_q17	length of time as a FDC provider	1=less than 1 year 2=1-2 years 3=2-3 years 4=3-5 years 5=5 years or more
18	fdc_q18_1, fdc_q18_2, fdc_q18_3, fdc_18_4	age of children cared for in last 7 days	Number of children in the following age groups: 1=0-2 years 2=3-5 years 3=6-12 years 4=over 12 years
19	fdc_q19_1, fdc_q19_2,	background of children cared for	1=yes blank=no
20	fdc_q20_1, fdc_q20_2, fdc_q20_3, fdc_q20_4, fdc_q20_5, fdc_q20_6, fdc_q20_7, fdc_q20_8, fdc_q20_9, fdc_q20_9_other	level of education of FDC provider	1=yes blank=no
21	fdc_q21A_a, fdc_q21A_b, fdc_q21A_c, fdc_q21A_d, fdc_q21B_a, fdc_q21B_b, fdc_q21B_c, fdc_q21B_d,	PD associated with healthy eating and physical activity	1=yes 2=no
Comments	fdc_comments		Text

5.2.4 Student nutrition

Dataset name: Student Nutrition

Dataset description: Survey designed to capture information about the nutrition behaviours, knowledge, attitudes and environments of primary school children (aged 10-12 years).

Data summary:

		Baseline (2006) ***N***	***Follow-up (2009)*** ***N***
Intervention	*Morphett Vale*	*528*	*414*
	Murray Bridge	*344*	*219*
Comparison	*Sea and Vines*	*456*	*268*
	Port Pirie	*402*	*373*
TOTAL		*1730*	*1274*

Tool used to collect data: Student Nutrition questionnaire (Appendix 1). Administered to primary school children by a team of trained data collectors at primary schools in *ewba* intervention and comparison sites in 2006 (baseline) and 2009 (follow-up).

Related files and location: Standard preamble read to students before completion; posters demonstrating serve sizes of fruit and vegetables
Data entry protocol
Baseline Report Part 1 (Jones et al 2008); Final Report (Pettman et al 2010); validity and reliability testing (Wilson et al 2008)

Data available:

Child behaviours, attitudes, knowledge and environments about healthy eating.

Data entered according to items on student nutrition questionnaire (Appendix 1)

Scores were created from numerous items to measure child healthy eating behaviour, attitudes, environments and knowledge. More information about the development of these scores can be found in the paper by Wilson et al (2008) and in the final report (Pettman et al 2010, p 23).

Scores created include: noncore food intake, noncore beverage intake, water intake, healthy behaviour, fruit attitude, vegetable attitude, fruit and vegetable environment, fruit intake, vegetable intake, fruit knowledge and vegetable knowledge.

RAW databases do not include score data

Variables:

Please note: Variable names and values have been presented once only. This is because there are extensive variables in the nutrition database and they have been modified to be similar between 2006 and 2009.

Whilst the order of questions was changed in 2009, this was altered in the 2009 database so that the numbers appeared the same as for the 2006 data.

Question number 2006	Question number 2009
1	1
2	2
3	5
4	6
5	7
6	8
7	9
8	10
9	11
10	12
11	3
12	4
13	13
14	14
Did not exist	15

Please note: most of the variables are followed by '_1'. This follows on from a reliability test that was done using the questionnaire (i.e. there was a time 1 and time 2). Only time 1 data is relevant here.

Question number - questionnaire	**Variable name**	**Variable values**
Reference Number	STUDENT_ID	
School number	n_school_no	
Parent number	n_parent_no	
Child number	n_child_no	
1a-g;	n_q1_a_rec; n_q1_a_lun; n_q1_a_as	These questions allow for multiple answers For q1 there will be 21 variables; for q2 there will be 57 0=didn't drink/ eat; 1=drink/ eat
2a-s	n_q2_b_rec_1, n_q2_l_lun_1, n_q2_e_as_1	These questions allow for multiple answers For q2 there will be 57 0=didn't drink/ eat; 1=drink/ eat
3	n_q3_fv_br_1	1=never/ rarely 2=once/ week 3=most days/ week 4=every day
4	n_q4_dod_1 n_q4_cat_dod_1	1=no, not allowed 2=No, even though it's allowed 3=Yes Manual entry of whatever drink was on the desk with the following codes: 0=no drink

		on desk, 1=water, 2=cordial, 3=juice, 4= soft drink/ sports drink, 5=water or cordial, 6=water or juice, 7=water or sports drink, 8=diet soft drink, 99=missing (answered yes to drink on desk)
5a - n	n_q5_a_1; n_q5_b_1	1=never/ rarely 2=Less than once/ week 3=about 1-3 times/ week 4=about 4-6 times/ week 5=every day
6a- o	n_q6_a_1	1=strongly agree 2=agree 3=not sure 4=disagree 5=strongly disagree
7	n_q7_rec_1	1=home; 2=canteen; 3=shop, 4=friends, 5=no recess today, 6=home and canteen, 7=home and friends, 8=canteen and shop, 9=home, canteen and shop. 10=home and shop
8	n_q8_lun_1	1=home; 2=canteen; 3=shop, 4=friends, 5=no recess today, 6=home and canteen, 7=home and friends, 8=canteen and shop, 9=home, canteen and shop, 10=home and shop
9	n_q9_veg_ser_1	1=I don't eat vegetables 2=less than one serve/day 3=1-2 serves/day 4=3-5 serves/ day 5=More than 5 serves/day
10	n_q10_fru_ser_1	1=I don't eat fruit 2=less than one serve/day 3=1-2 serves/day 4=3-5 serves/ day 5=More than 5 serves/day
11Aa-o 11Ba-o	n_q11A_a_1 n_q11B_c_1	For 11a-o and 12a-y there needs to be an answer in either 1 or 2 and also 3-5. This means that there should be 2 ticks per item – 1 in Part A and 1 in Part B. Part A: 1=ate; 2=didn't eat Part B: 1 = never had/don't know it, 2=like, 3=don't like
12Aa-y 12Ba-y	n_q12A_a_1 n_q12B_f_1	
13	n_q13_fruit_1	1=none 2=less than one serve/day 3=1-2 serves/day 4=3-5 serves/ day 5=More than 5 serves/day
14	n_q14_veg_1	1=none 2=less than one serve/day 3=1-2 serves/day 4=3-5 serves/ day 5=More than 5 serves/day
15	q15_n_ATSI	1=No 2=Aboriginal 3=Torres Strait Islander 4=Both

Derived Variables (scores):

**Note – target values for scores, and a greater description of how they were developed, can be found in the Wilson et al paper (Wilson et al 2008) at http://www.ijbnpa.org/content/5/1/5 Further information is also available, see references (Wilson et al 2008).

Variable Name	Variable description
n_ncfd_scor_1	Non-core food score
n_meeting_ncfd	Number of students meeting target value for score
n_ncbev_score_1	non-core beverage score
n_meeting_ncbev	Number of students meeting target value for score
n_ncbev_score_NODSD_1	non-core beverage score with no diet soft drink
n_meeting_ncbevNODSD	Number of students meeting target value for score
n_water_score_1	water score
n_meeting_water_score	Number of students meeting target value for score
n_fruin_scor_1	fruit intake score
n_meeting_fruin_scor	Number of students meeting target value for score
n_vegin_scor_1	vegetable intake score
n_meeting_vegin_scor	Number of students meeting target value for score
n_hlthy_behav_scor_1	healthy behaviour score
n_meeting_hlthybehav_scor	Number of students meeting target value for score
n_att_scor_veg_1	vegetable attitude score
n_meeting_att_scor_veg	Number of students meeting target value for score
n_att_scor_fru_1	fruit attitude score
n_meeting_att_scor_fru	Number of students meeting target value for score
n_fru_veg_env_scor_1	fruit and vegetable environment score
n_meeting_fru_veg_env_scor	Number of students meeting target value for score
n_fru_kno_scor_1	fruit knowledge score
n_veg_kno_scor_1	vegetable knowledge score

**Please note that there are other derived variables in this dataset. These were used in the process of creating the scores. These have been listed in the table below, with a brief description. Please note that only one example variable (when there are multiple from the same question) has been provided as an example.

Example Variable Name	Variable description
n_cris_score_1	crisp score (sum of all instances of crisp consumption at recess, lunch and after school)
n_choc_score_1	chocolate score (sum of all instances of chocolate consumption at recess, lunch and after school)
n_lol_score_1	lolly score (sum of all instances of lolly consumption at recess, lunch and after school)
n_mues_score_1	muesli bar score (sum of all instances of muesli bar consumption at recess, lunch and after school)
n_savb_score_1	savoury biscuit score (sum of all instances of savoury biscuit consumption at recess, lunch and after school)
n_sweetb_score_1	sweet biscuit score (sum of all instances of sweet biscuit consumption at recess, lunch and after school)
n_icec_score_1	icecream score (sum of all instances of icecream consumption at recess, lunch and after school)
n_hchip_score_1	hot chip score (sum of all instances of hot chip consumption at recess, lunch and after school)
n_pastry_score_1	pastry (pie, pastie etc) score (sum of all instances of pastry consumption at recess, lunch and after school)

n_hotd_score_1	hot dog score (sum of all instances of hot dog consumption at recess, lunch and after school)
n_piz_score_1	pizza score (sum of all instances of pizza consumption at recess, lunch and after school)
n_cor_score_1	cordial score (sum of all instances of cordial consumption at recess, lunch and after school)
n_juice_score_1	juice score (sum of all instances of juice consumption at recess, lunch and after school)
n_regsd_score_1	regular soft drink score (sum of all instances of regular soft drink consumption at recess, lunch and after school)
n_dietsd_score_1	diet soft drink score (sum of all instances of diet soft drink consumption at recess, lunch and after school)
n_q1water_score_1	water score (sum of all instances of water consumption at recess, lunch and after school)
n_veg_var_scor_1	vegetable variety score (number of different vegetables at yesterday)
n_fru_var_scor_1	fruit variety score (number of different fruit ate yesterday)
n_vegvarq_1	Vegetable variety score presented in quintiles
n_fruvarq_1	Fruit variety score presented in quintiles
n_q11B_a_1rec	Q11B recoded (to determine number of different fruits liked)
n_q12B_a_1rec	Q12B recoded (to determine number of different vegetables liked)
n_fru_like_scor_1	fruit likes score (number of different fruits liked)
n_veg_like_scor_1	vegetable likes score (number of different vegetables liked)
n_frulikeq_1	Fruit likes score presented in quintiles
n_veglikeq_1	Vegetable likes score presented in quintiles
n_vegind_score_1	vegetable consumption, as determined by question 1
n_ffru_score_1	fresh fruit score (sum of all instances of fresh fruit consumption at recess, lunch and after school)
n_dfru_score_1	ried fruit score (sum of all instances of dried fruit consumption at recess, lunch and after school)
n_q5_l_1_rev	question 5 (l, m and o) reverse scored
n_q6_a_1_rev	question 6 (up until q6o) reverse scored
n_q11B_a_1_nev	Whether or not the student has or has not tried the fruit/ doesn't know it
n_q12B_a_1_nev	Whether or not the student has or has not tried the vegetable/ doesn't know it
n_fru_nev_had_1	Total number of fruit never had/ don't know what it is
n_veg_nev_had_1	Total number of vegetable never had/ don't know what it is
n_frunevhadq_1	Total number of fruit never had/ don't know what it is presented in quintiles
n_vegnevhadq_1	Total number of vegetables never had/ don't know what it is presented as quintiles
n_fruandvegnevhadq_1	Total number of fruit and vegetables never had/ don't know what it is presented as quintiles
n_q11A_a_1_var	Whether or not ate the fruit yesterday
n_q12A_a_1_var	Whether or not ate the vegetable yesterday
n_att_scor_veg_likes_1	Vegetable attitude score combined with the number of vegetables liked score
n_att_scor_fru_likes_1	Fruit attitude score combined with the number of vegetables liked score

5.2.5 Student physical activity

Dataset name: Student physical activity

Dataset description: Survey designed to capture information about the physical activity behaviours, knowledge, attitudes and environments of primary school children (aged 10-12 years).

Data summary:

		Baseline (2006) ***N***	***Follow-up (2009)*** ***N***
Intervention	*Morphett Vale*	*528*	*414*
	Murray Bridge	*344*	*219*
Comparison	*Sea and Vines*	*456*	*268*
	Port Pirie	*402*	*373*
TOTAL		*1730*	*1274*

Tool used to collect data: Student physical activity questionnaire. Administered to primary school children by a team of trained data collectors at primary schools in *ewba* intervention and comparison sites in 2006 (baseline) and 2009 (follow-up).

Related files and location: Standard preamble read to students before completion
Data entry protocol
Baseline Report Part 1 (Jones et al 2008); Final Report (Pettman et al 2010)

Data available:

Child physical activity behaviours, attitudes, knowledge and environments

Data entered according to items on student physical activity questionnaire (Appendix 1)

Scores were created from numerous items to measure child physical activity behaviour, attitudes and environments. Validity and reliability testing has been done on these scores, however the paper is still in draft form. More information about the development of these scores can be found in the final report (Pettman et al 2010, p 24).

Scores created include: active travel to and from school, physical activity attitude, supportive school, local and home environments, physical activity at school, physical activity out of school and weekday, Saturday, Sunday and total screen time.

Variables:

Please note: Variable names and values have been presented once only. This is because there are extensive variables in the nutrition database and they have been modified to be similar between 2006 and 2009.

Question number - questionnaire	Variable name	Variable values
Reference Number	STUDENT_ID	
School number	pa_school_no	
Parent number	pa_parent_no	
Child number	pa_child_no	
1a-d	pa_q1_a	1=never 2=1 or 2 times 3=3 or 4 times 4=every day
2a-d	pa_q2_a	1=never 2=1 or 2 times 3=3 or 4 times 4=every day
3	pa_q3	1=less than a 10 minute walk 2=10-20 minute walk 3=more than a 20 minute walk 4=don't know
4	pa_q4	1=very safe 2=safe 3=unsafe 4=very unsafe
5a-c	pa_q5_a	1=never/rarely 2=sometimes 3=about once per week 4=2-3 times/week 5=every day
6a-c	pa_q6_a	1=none 2=less than 1 hour 3=1-2 hours 4=2-3 hours 5=3-4 hours 6=more than 4 hours
7a-c	pa_q7_a	1=none 2=less than 1 hour 3=1-2 hours 4=2-3 hours 5=3-4 hours 6=more than 4 hours
8a-c	pa_q8_a	1=none 2=less than 1 hour 3=1-2 hours 4=2-3 hours 5=3-4 hours 6=more than 4 hours
9	pa_q9	1=none/ we don't have PE 2=1-2 classes 3=3-4 classes 4=every day

10	pa_q10	1=very little 2some of the time 3=about half of the time 4=most of the time 5=all of the time
11	pa_q11	1=yes 2=no 3=can't remember
12	pa_q12; pa_q12_extr; pa_q12_ext2; pa_q12_othe	Respondents have been asked to only tick one box but if more than one appears then please enter under the variables 'q12extr' and q12ext2' If item 6 is selected then please enter the text into 'q12_othe'
13	q13; q13_extr; q13_ext2; q13_othe	As for q12
14a-n	pa_q14_a	1=strongly disagree 2=disagree 3=not sure 4=agree 5=strongly agree
15	pa_q15 (not in 2006 data)	1=No 2=Aboriginal 3=Torres Strait Islander 4=Both
16 and 17	Data not entered categorically. Exists in a different file (energy expenditure data, presented as mets/ minutes)	

Derived Variables (scores):

**Note – target values for scores, and a greater description of how they were developed, can be found at:

Variable Name	Variable description
pa_active_school	active at school score
pa_meet_active_school	those meeting target active school score
pa_active_outschool	active outside of school score
pa_meet_active_os	those meeting the active outside of school score
pa_screen_time_score	screen time score
pa_meet_screen_time	those meeting the screen time score
pa_screen_time_wkday	weekday screen time score
pa_screen_time_sat	Saturday screen time score
pa_screen_time_sun	Sunday screen time score

pa_screen_wkday	meeting recommended <2hrs screen time on weekdays
pa_screen_sat	meeting recommended <2hrs screen time on Saturday
pa_screen_sun	meeting recommended <2hrs screen time on Sunday
pa_suppenv_l	supportive local environment score
pa_meet_suppenv_l	those meeting the supportive local environment score
pa_suppenv_sch	supportive school environment score
pa_meet_suppenv_sch	those meeting the supportive school environment score
pa_suppenv_h	supportive home environment score
pa_meet_suppenv_h	those meeting target supportive environment home score
pa_suppenv_total	supportive environment total score
pa_meet_suppenv_total	those meeting the supportive environment total score
pa_attitude_score	physical activity attitude score
pa_meet_attitude_score	those meeting the physical activity attitude score
pa_active_travel_to	active travel to school score
pa_active_travel_from	active travel from school score
pa_meet_active_travel	those meeting active travel to school score
pa_active_travel_score	those meeting active travel from school score
pa_q10_recoded	q10 recoded for scores
pa_q12_overall	the overall score for q12 is the value designated from all of q12 responses
pa_q13_overall	the overall score for q13 is the value designated from all of q12 responses

**Please note that there are other derived variables in this dataset. These were used in the process of creating the scores. These have been listed in the table below, with a brief description. Please note that only one example variable (when there are multiple from the same question) has been provided as an example.

Example Variable Name	**Variable description**
pa_q1_a_com	score for q1a is only greater than 3 or 4 (for q1a-d)
pa_q2_a_com	score for q2a is only greater than 3 or 4 (for q2a-d)
pa_sum_q2	sum of q2 travel from school
pa_sum_q1	sum of q1 travel to school
pa_Q4_r	q4_ reversed for scores
pa_Q14_c_r	q14 c reversed for scores (question 14 c, g and n)
pa_Q11_r	q11 reverse scored

5.2.6 Parent

Dataset name: Parent

Dataset description: Survey designed to capture information about the healthy eating and physical activity environments of primary school children (10-12 years) at home. Also asks information about child healthy eating and physical activity behaviour and parent knowledge and attitudes.

Data summary:

	N (2006)	***N (2009)***
Intervention	*521*	*348*
Comparison	*458*	*376*
TOTAL	*979*	*724*

Tool used to collect data: Parent questionnaire. Posted to parents of students who took part in the questionnaires and/ or measurements (only if they consented). Administered in 2006 (baseline) and 2009 (follow-up).

Related files and location:

Baseline Report Part 1 (Jones et al 2008); Final Report Section 6.4.5(Pettman et al 2010)

Data available:

Healthy eating and physical activity environments at home
Parent knowledge and attitudes about healthy eating and physical activity
Data entered according to the items on the parent questionnaire (Appendix 1)
Scores were created from numerous items to measure the home healthy eating and physical activity environments, as well as community capacity. Validity and reliability testing has been done on these scores, however the paper is still in draft form. More information about the development of these scores can be found in the final report (Pettman et al 2010, p 26).
Scores created include: noncore food availability, noncore beverage availability, fruit and vegetable availability, parent healthy eating attitudes, rules about healthy eating and physical activity, reported child behaviour, knowledge, food security, breastfeeding, child sedentary behaviour, parent physical activity attitudes and transport.

Variables:

Question number - questionnaire	**Variable name 2006**	**Variable name 2009**	**Variable values**
Reference Number		PARENT_ID	
School number	Ref no (school)	p_school_no	
Parent number	Ref no (parent)	p_parent_no	
1	Q1	p_q1	1=none 2=one 3=two 4=three or more
2	Q2	p_q2	1=yes 2=no
3a-p	Q3a, Q3b, Q3c Q3d, Q3 e, Q3f, Q3 g, Q3h, Q3 i, Q3 j, Q3 k, Q3 l, Q3 m, Q3 n, Q3o, Q3 p	p_q3_a, p_q3_b, p_q3_c, p_q3_d, p_q3_e, p_q3_f, p_q3_g, p_q3_h, p_q3_i, p_q3_j, p_q3_k p_q3_l, p_q3_m,	1=never 2=rarely 3=once a month 4=once a fortnight 5=once or more a week

		p_q3_n, P_q3_o, p_q3_p	
4a-p	Q4a, Q4b, Q4c Q4d, Q4 e, Q4f, Q4 g, Q4h, Q4 i, Q4 j, Q4 k, Q4 l, Q4 m, Q4 n, Q4o, Q4 p	p_q4_a, p_q4_b, P_q4_c, p_q4_d, p_q4_e, p_q4_f, p_q4_g, p_q4_h, p_q4_i, p_q4_j, p_q4_k p_q4_l, p_q4_m, p_q4_n, P_q4_o, p_q4_p	1=strongly agree 2=agree 3=not sure 4=disagree 5=strongly disagree
5a-m	Q5a, Q5b, Q5c Q5d, Q5 e, Q5f, Q5 g, Q5h, Q5 i, Q5 j, Q5 k, Q5 l, Q5 m	p_q5_a, p_q5_b, P_q5_c, p_q5_d, p_q5_e, p_q5_f, p_q5_g, p_q5_h, p_q5_i, p_q5_j, p_q5_k p_q5_l, p_q5_m	1=never 2=rarely 3=sometimes 4=often 5=always
6	Q6	p_q6	1=no, not at all 2=yes, once or twice 3=yes, several times (at least 3 events) 4=don't know
7	Q7	p_q7	1=never 2=sometimes 3=all of the time 4=don't know
8	Q8	p_q8	1=up to half a kilometre 2=between half and up to one kilometre 3=between 1 and 2 kilometres 4=more than 2 kilometres
9	Q9	p_q9	1. 0-15 mins 2. 15-30 mins 3. 30-45 mins 4. 45-60 mins 5. 60+ mins 6. Not applicable child has sport every day
10	Q10	p_q10	1. 0-1 hrs 2. 1-2 hrs 3. 2-3 hrs 4. 3-4 hrs 5. more than 4 hrs
11	Q11	p_q11	1. 1 serve 2. 2 serves 3. 3 serves 4. 4 serves 5. 5 serves or more
12	Q12	p_q12	1. 1 serve 2. 2 serves 3. 3 serves 4. 4 serves 5. 5 serves or more
13	Q13, Q13 Ext, Q13 Extra	p_q13; p_q13_extr; p_q13_ext2	1. Cordial 2. 100% Fruit juice 3. Fruit drink 4. Soft drink 5. Milk 6. Water NOTE - Respondents

			were asked to only tick one box but if more than one appears then please enter under the variables 'Q13_extr' and Q13_ext2'
14	Q14	p_q14	1. Less than 1 serve a day 2. 1 to 2 serves a day 3. 3 to 5 serves a day 4. More than 5 serves a day
15	Q15	p_q15	1. Less than 1 serve a day 2. 1 to 2 serves a day 3. 3 to 5 serves a day 4. More than 5 serves a day
16	Q16	p_q16	1. None 2. At least 30 minutes/day 3. At least 60 minutes/day 4. At least 90 minutes/day 5. Unsure
17	Q17	p_q17	1. None 2. At least 30 minutes/day 3. At least 60 minutes/day 4. At least 90 minutes/day 5. Unsure
18	Q18	p_q18	1=male 2=female

2006 (baseline)

Question number - questionnaire	Variable name 2006	Question	Variable values
19	Q19 (1) Q19 (2) Q19 (3) Q19 (4) Q19 (5) Q19 (6) Q19 (7) Q19 (8) Q19 (9) Q19 (10) Q19 (11) Q19 (12) Q19 (13) Q19 (14) Q19 (15) Q19 (16) Q19 (17) Q19 (18) Q19 (19) Q19 (20) Q19 (21) Q19 (22) Q19 (23) Q19 (24) Q19 (25) Q19 (26) Q19 (27) Q19 (28) Q19 (29) Q19 (30) Q19 (31) Q19 (32) Q19 (33)	ethnicity	1=yes blank=no text for p_q20_29_other
20	Q20	spouse	1=yes 2=no
21	Q21	number of adults living in the house	0=0 1=1 2=2 3=3 4=4 5= 5 or more
22	Q22	number of children living in the house	0=0 1=1 2=2 3=3 4=4 5= 5 or more
23	Q23	marital status	1. Single/Never married 2. Married 3. De-facto 4. Separated/ Divorced 5. Widowed
24	Q24	employment	1. Employed/ self

	Q24 Extra Q24 Extra		employed full time 2. Employed/ self employed part time 3. Un-employed 4. Home duties 5. Pensioner 6. Student 7. Other_____
25	Q25	hours/ week in paid employment	number of hours
26	Q26 (1) Q26 (2 Q26 (3) Q26 (4) Q26 (5) Q26 (6) Q26 (7) Q26 (8) Q26 (9) Q26 (9) other	level of education	1=yes blank=no 1. None 2. Year 10 or less 3. Year 11 4. Year 12 5. Technical apprenticeship 6. Technical diploma, trade certificate or TAFE 7. University or other Tertiary degree 8. Post graduate degree 9. Other
27	Q27	health care card	1=yes 2=no

2009 (follow-up)

Question number - questionnaire	**Variable name 2009**	**Question**	**Variable values**
19	p_q19	Aboriginal or Torres Strait Islander status	1=no 2=Aboriginal 3=Torres Strait Islander 4=both
20	p_q20_01 p_q20_02 p_q20_03 p_q20_04 p_q20_05 p_q20_06 p_q20_07 p_q20_08 p_20_10 p_q20_11 p_q20_12 p_q20_13 p_q20_14 p_q20_15 p_q20_16 p_q20_17 p_q20_18 p_q20_19 p_q20_20 p_q20_21 p_q20_22	ethnicity	1=yes blank=no text for p_q20_29_other

	p_q20_23 p_q20_24 p_q20_25 p_q20_26 p_q20_27 p_q20_28 p_q20_29 p_q20_29_other		
	Q21	spouse	1=yes 2=no
	Q22	number of adults living in the house	0=0 1=1 2=2 3=3 4=4 5= 5 or more
	Q23	number of children living in the house	0=0 1=1 2=2 3=3 4=4 5= 5 or more
	Q24	marital status	1. Single/Never married 2. Married 3. De-facto 4. Separated/ Divorced 5. Widowed
	p_q25; p_q25_extr; p_q25_ext2; p_q25_7_othe	employment	1. Employed/ self employed full time 2. Employed/ self employed part time 3. Un-employed 4. Home duties 5. Pensioner 6. Student 7. Other_____
	Q26	hours/ week in paid employment	number of hours
	p_q27_1 , p_q27_2, p_q27_3 , p_q27_4, p_q27_5 , p_q27_6, p_q27_7 , p_q27_8, p_q17_9, p_q27_9_othe	level of education	0=no 1=yes 1. None 2. Year 10 or less 3. Year 11 4. Year 12 5. Technical apprenticeship 6. Technical diploma, trade certificate or TAFE 7. University or other Tertiary degree 8. Post graduate degree 9. Other
	Q28	health care card	1=yes 2=no

5.2.7 Teacher

Dataset name: Teacher

Dataset description: Survey designed to capture information about the healthy eating and physical activity environments of primary school children (all year levels) at school. Also asks information about teacher knowledge and attitudes regarding healthy eating and physical activity.

Data summary:

	N (2006)	***N (2009)***
Intervention	*146*	*116*
Comparison	*140*	*100*
TOTAL	*286*	*216*

Tool used to collect data: Teacher questionnaire. Provided to all primary school teachers at primary schools where students were measured and completed questionnaires in 2006 (baseline) and 2009 (follow-up).

Related files and location:

Baseline Report Part 1 (Jones et al 2008); Final Report Section 6.4.3 (Pettman et al 2010)

Data available:

Healthy eating and physical activity environments at primary school

Teacher knowledge and attitudes about healthy eating and physical activity

Data entered according to the items on the teacher questionnaire (Appendix 1)

Scores were created from numerous items to measure the classroom healthy eating and physical activity environments, as well as teacher skills and knowledge. Validity and reliability testing has been done on these scores, however the journal paper describing this is still in draft form. More information about the development of these scores can be found in the final report (Pettman et al 2010, p 25).

Scores created include: healthy eating exposure, fruit and vegetable exposure, water exposure, physical activity exposure, teacher healthy eating. Fruit and vegetable and physical activity skill, teacher professional development and teacher knowledge

Variables:

Question number - questionnaire	Variable name 2006	Variable name 2009	Variable values
School number	Ref no (school)	t_school_no	
Teacher ID	Ref no (teacher)	t_teacher_no	
1	Q1	t_q1	1=male 2=female
2	Q2 0, Q2 1, Q2 2, Q2 3, Q2 4, Q2 5, Q2 6, Q2 7, Q2 8	t_q2_0; t_q2_1; t_q2_2; t_q2_3; t_q2_4; t_q2_5; t_q2_6; t_q2_7; t_q2_8	Asks for multiple boxes to be ticked 0=not ticked 1=ticked
3		DO NOT ENTER	
4	Q4 Years Q4 Mnths	t_Q4_Years; y_Q4_Mnths	
5a-k	Q5 a, Q5 b, Q5 c, Q5 d, Q5 e, Q5 f, Q5g, Q5h, Q5 i, Q5 j, Q5 k	t_q5_a, t_q5_b, t_q5_c, t_q5_d, t_q5_e, t_q5_f, t_q5_g, t_q5_h, t_q5_i, t_q5_j, t_q5_k	1=not used 2=less than once a term 3=once a term 4=weekly 5=daily
6a-j (2006 - 6a-6d)	Q6 a, Q6 b, Q6 c, Q6 d	t_q6_a, t_q6_b, t_q6_c, t_q6_d, t_q6_e, t_q6_f, t_q6_g, t_q6_h, t_q6_i, t_q6_j,	1=a little 2=some 3=some 4=a lot 5=N/A
7a-b	Q7 a, Q7 b	t_q7_a, t_q7_b	1=not at all 2=a little 3=somewhat 4=a lot
8	Q8, Q8 A, Q8 B, Q8 C	t_q8; t_Q8_A; t_Q8_B; t_Q8_C	Q8: 1=yes, 2=no For Q8 A-C, please type in the text
9	Q9	t_q9	1=not at all 2=a little 3=somewhat 4=a lot
10	Q10, Q10 A, Q10 B, Q10 C	Q10; Q10_A; Q10_B; Q10_C	Q10: 1=yes, 2=no For Q10 A-C, please type in the text
11a-q	Q11 a, Q11b, Q11 c, Q11 d, Q11 e, Q11f, Q11 g, Q11h, Q11 i, Q11 j, Q11 k, Q11 l, Q11 m, Q11 n, Q11 o, Q11 p, Q11 q	t_q11_a, t_q11_b, t_q11_c, t_q11_d, t_q11_e, t_q11_f, t_q11_g, t_q11_h, t_q11_i, t_q11_j, t_q11_k, t_q11_l, t_q11_m, t_q11_n, t_q11_o, t_q11_p, t_q11_q	1=strongly agree 2=agree 3=not sure 4=disagree 5=strongly disagree
12	Q12	t_q12	1=less than one serve/ day 2=1-2 serves/ day 3=3-5 serves/ day

			4=More than 5 serves/day 5=Unsure
13	Q13	t_q13	1=less than one serve/ day 2=1-2 serves/ day 3=3-5 serves/ day 4=More than 5 serves/day 5=Unsure
14	Q14	t_q14	1=None 2=At least 30 minutes/ day 3=At least 60 minutes/ day 4=At least 90 minutes/day 5=Unsure
15	Q15	t_q15	1=None 2=At least 30 minutes/ day 3=At least 60 minutes/ day 4=At least 90 minutes/day 5=Unsure

5.2.8 Principal (primary school & high school)

Dataset name: Principal

Dataset description: Survey designed to capture information about the healthy eating and physical activity environments of primary school children (all year levels) at school. Also asks information about school policies regarding healthy eating and physical activity.

Data summary:

	N (2006)		***N (2009)***	
	Primary School	*High School*	*Primary School*	*High School*
Intervention	*22*	*4*	*15*	*1*
Comparison	*14*	*5*	*13*	*4*
TOTAL	*36*	*9*	*28*	*5*

Tool used to collect data: Principal questionnaire. Provided to all primary school and high school principals at (a) primary schools where students were measured and completed questionnaires and (b) all high schools in *ewba* intervention and comparison sites in 2006 (baseline) and 2009 (follow-up).

Related files and location:

Baseline Report Part 2 (Jones et al 2010); Final Report Section 6.4.2 and 6.4.6 (Pettman et al 2010)

Data available:

Data entered according to the items on the principal questionnaire (Appendix 1)

Variables:

(a) Primary school principal questionnaire

Question number - questionnaire	Variable name 2006	Variable name 2009	Variable values
PRINCIPAL_ID	Number	Principal ID	
1	Q1	prin_q1	text
2	Q2	prin_q2	text
3	Q3	prin_q3	1=yes 2=no
4	Q4 Q4 4.1 Q4 4.2 Mth Q4 4.2 Yr	prin_q4; prin_q4_4.1; prin_q4_4.2Mth; prin_q4_4.2Yr	1=yes 2=no year first approved year/ month reviewed
5a-d	Q5a, Q5b, Q5c, Q5d	prin_q5_a, prin_q5_b, prin_q5_c, prin_q5_d	1=completely 2=to some extent 3=not at all
6a-n	Q6a, Q6b, Q6c, Q6d, Q6e, Q6f, Q6g, Q6h, Q6i, Q6j, Q6k, Q6l, Q6m, Q6n	prin_q6_a, prin_q6_b, prin_q6_c, prin_q6_d, prin_q6_e, prin_q6_f, prin_q6_g, prin_q6_h, prin_q6_i, prin_q6_j, prin_q6_k, prin_q6_l, prin_q6_m, prin_q6_n	1=completely 2=to some extent 3=not at all
7	Q7	prin_q7	1=yes 2=no
8	Q8, Q88.1, Q88.2, Q88.2	prin_q8; prin_q8_8.1; prin_q8_8.2Mth; prin_q8_8.2Yr	
9a-d	Q9a, Q9b, Q9c, Q9d	prin_q9_a, prin_q9_b, prin_q9_c, prin_q9_d	1=completely 2=to some extent 3=not at all
10a-l	Q10a, Q10b, Q10c, Q10d, Q10e, Q10f, Q610g, Q10h, Q10i, Q10j, Q10k, Q10l	prin_q10_a, prin_q10_b, prin_q10_c, prin_q10_d, prin_q10_e, prin_q10_f, prin_q10_g, prin_q10_h, prin_q10_i, prin_q10_j, prin_q10_k, prin_q10_l	1=completely 2=to some extent 3=not at all
11	Q11	o_q11	1=yes 2=no
12a-b	Q12a, Q12b	prin_q12a, prin_q12b	1=yes 2=no 3=unsure
13	Q13A, Q13B, Q13C, Q13D, Q13E, Q13F, Q13F comments	prin_q13_a, prin_q13_b, prin_q13_c, prin_q13_d, prin_q13_e, prin_q13_f, prin_q13_f_comments	For Q13A-F; 0=not ticked, 1=ticked For Q13Comments, text

14a-b	Q14a, Q14b	prin_q14_a, prin_q14_b	1=not at all 2=once 3=once a term 4=more frequently
15a-d	Q15a, Q15b, Q15c, Q15d,	prin_q15_a, prin_q15_b, prin_q15_c, prin_q15_d	1=very well 2=well 3=poorly 4=very poorly
16a-c	Q16a, Q16b, Q16c	prin_q16_a, prin_q16_b, prin_q16_c	1=not at all 2=once a year 2=once a term 4=more frequently
17	Q17	prin_q17	1=yes 2=no
	Q17.1	prin_q17_1	1=not regularly 2=some of the time 3=most of the time 4=all of the time 5=don't know
18a-b	Q18a, Q18b	prin_q18_a, prin_q18_b	1=strongly agree 2=agree 3=not sure 4=disagree 5=strongly disagree
19	Q19	prin_q19	1=strongly agree 2=agree 3=not sure 4=disagree 5=strongly disagree
20	Q20	prin_q20	1=yes 2=to some extent 3=no
21a-m	Q21a, Q21b, Q21c, Q21d, Q21e, Q21f, Q21g, Q21h, Q21i, Q21j, Q21k, Q21l, Q21m	prin_q21_a, prin_q21_b, prin_q21_c, prin_q21_d, prin_q21_e, prin_q21_f, prin_q21_g, prin_q21_h, prin_q21_i, prin_q21_j, prin_q21_k, prin_q21_l, prin_q21_m	1=never/ rarely 2=some of the time 3=most of the time 4=always 5=don't know
22a-d	Q22a, Q22b, Q22c, Q22d	prin_q22_a, prin_q22_b, prin_q22_c, prin_q22_d	1=never/ rarely 2=<once/ week 3=once / week 4=2-3 days/ week 5=4-5 days/ week
23 1-27	Q23.1, Q23.2, Q23.3, Q23.4,	prin_q23_1 prin_q23_2 prin_q23_3 prin_q23_4	0=not ticked 1=ticked (2009) and blank=not ticked 1=ticked (2006)

	Q23.5, Q23.6, Q23.7, Q23.8, Q23.9, Q23.10, Q23.11, Q23.12, Q23.13, Q23.14, Q23.15, Q23.16, Q23.17, Q23.18, Q23.19, Q23.20, Q23.21, Q23.22, Q23.23, Q23.24, Q23.25, Q23.26, Q23.27	prin_q23_5 prin_q23_6 prin_q23_7 prin_q23_8 prin_q23_9 prin_q23_10 prin_q23_11 prin_q23_12 prin_q23_13 prin_q23_14 prin_q23_15 prin_q23_16 prin_q23_17 prin_q23_18 prin_q23_19 prin_q23_20 prin_q23_21 prin_q23_22 prin_q23_23 prin_q23_24 prin_q23_25 prin_q23_26 prin_q23_27	
24a-e	Q24a, Q24b, Q24c, Q24d, Q24e	prin_q24_a, prin_q24_b, prin_q24_c, prin_q24_d, prin_q24_e,	1=yes 2=to some extent 3=no 4=does not apply
25a-g	Q25a, Q25b, Q25c, Q25d, Q25e, Q25f, Q25g, Q25f Specify	prin_q25_a, prin_q25_b, prin_q25_c, prin_q25_d, prin_q25_e, prin_q25_f, prin_q25_f	1=never 2=up to four times/year 3=more than 4 times/year
26	Q26	prin_q26	1=yes 2=no
	Q26.1	prin_26.1	number
27a-e	Q27a, Q27b, Q27c, Q27d, Q27e	prin_q27_a, prin_q27_b, prin_q27_c, prin_q27_d, prin_q27_e	numbers
Comments	Comments	prin_comments	Please type in text

(b) High school principal questionnaire

Question number - questionnaire	**Variable name 2006**	**Variable name 2009**	**Variable values**
PRINCIPAL_ID	Number	Principal ID	
1	Q1	prin_q1	text
2	Q2	prin_q2	text
3	Q3	prin_q3	1=yes 2=no
4	Q4 Q4 4.1	prin_q4; prin_q4_4.1; prin_q4_4.2Mth;	1=yes 2=no

	Q4 4.2 Mth Q4 4.2 Yr	prin_q4_4.2Yr	year first approved year/ month reviewed
5a-d	Q5a, Q5b, Q5c, Q5d	prin_q5_a, prin_q5_b, prin_q5_c, prin_q5_d	1=completely 2=to some extent 3=not at all
6a-l	Q6a, Q6b, Q6c, Q6d, Q6e, Q6f, Q6g, Q6h, Q6i, Q6j, Q6k, Q6l	prin_q6_a, prin_q6_b, prin_q6_c, prin_q6_d, prin_q6_e, prin_q6_f, prin_q6_g, prin_q6_h, prin_q6_i, prin_q6_j, prin_q6_k, prin_q6_l	1=completely 2=to some extent 3=not at all
7	Q7	prin_q7	1=yes 2=no
8	Q8, Q88.1, Q88.2, Q88.2	prin_q8; prin_q8_8.1; prin_q8_8.2Mth; prin_q8_8.2Yr	
9a-d	Q9a, Q9b, Q9c, Q9d	prin_q9_a, prin_q9_b, prin_q9_c, prin_q9_d	1=completely 2=to some extent 3=not at all
10a-l	Q10a, Q10b, Q10c, Q10d, Q10e, Q10f, Q610g, Q10h, Q10i, Q10j, Q10k	prin_q10_a, prin_q10_b, prin_q10_c, prin_q10_d, prin_q10_e, prin_q10_f, prin_q10_g, prin_q10_h, prin_q10_i, prin_q10_j, prin_q10_k	1=completely 2=to some extent 3=not at all
11	Q11	o_q11	1=yes 2=no
12a-b	Q12a, Q12b	prin_q12a, prin_q12b	1=yes 2=no 3=unsure
13	Q13A, Q13B, Q13C, Q13D, Q13E, Q13F, Q13F comments	prin_q13_a, prin_q13_b, prin_q13_c, prin_q13_d, prin_q13_e, prin_q13_f, prin_q13_f_comments	For Q13A-F; 0=not ticked, 1=ticked For Q13Comments, text
14a-b	Q14a, Q14b	prin_q14_a, prin_q14_b	1=not at all 2=once 3=once a term 4=more frequently
15a-d	Q15a, Q15b, Q15c, Q15d,	prin_q15_a, prin_q15_b, prin_q15_c, prin_q15_d	1=very well 2=well 3=poorly 4=very poorly
16a-c	Q16a, Q16b, Q16c	prin_q16_a, prin_q16_b, prin_q16_c	1=not at all 2=once a year 2=once a term 4=more frequently
17	Q17	prin_q17	1=yes 2=no

	Q17.1	prin_q17_1	1=not regularly 2=some of the time 3=most of the time 4=all of the time 5=don't know
18a-b	Q18a, Q18b	prin_q18_a, prin_q18_b	1=strongly agree 2=agree 3=not sure 4=disagree 5=strongly disagree
19	Q19	prin_q19	1=strongly agree 2=agree 3=not sure 4=disagree 5=strongly disagree
20	Q20	prin_q20	1=yes 2=to some extent 3=no
21a-m	Q21a, Q21b, Q21c, Q21d, Q21e, Q21f, Q21g, Q21h, Q21i, Q21j, Q21k, Q21l	prin_q21_a, prin_q21_b, prin_q21_c, prin_q21_d, prin_q21_e, prin_q21_f, prin_q21_g, prin_q21_h, prin_q21_i, prin_q21_j, prin_q21_k, prin_q21_l	1=never/ rarely 2=some of the time 3=most of the time 4=always 5=don't know
22a-d	Q22a, Q22b, Q22c, Q22d	prin_q22_a, prin_q22_b, prin_q22_c, prin_q22_d	1=never/ rarely 2=<once/ week 3=once / week 4=2-3 days/ week 5=4-5 days/ week
23 1-27	Q23A, Q23B, Q23C, Q23D, Q23E, Q23F, Q23G, Q23H, Q23I, Q23J, Q23K, Q23L, Q23M, Q23N, Q23O, Q23P, Q23Q, Q23R, Q23S, Q23T, Q23U, Q23V, Q23W, Q23X, Q23Y, Q23Z, Q23AA	prin_q23_a prin_q23_b prin_q23_c prin_q23_d prin_q23_e prin_q23_f prin_q23_g prin_q23_h prin_q23_i prin_q23_j prin_q23_k prin_q23_l prin_q23_m prin_q23_n prin_q23_o prin_q23_p prin_q23_q prin_q23_r prin_q23_s prin_q23_t	0=not ticked 1=ticked (2009) and blank=not ticked 1=ticked (2006)

		prin_q23_u prin_q23_v prin_q23_w prin_q23_x prin_q23_y prin_q23_z prin_q23_aa	
24a-e	Q24a, Q24b, Q24c, Q24d	prin_q24_a, prin_q24_b, prin_q24_c, prin_q24_d	1=yes 2=to some extent 3=no 4=does not apply
25a-g	Q25a, Q25b, Q25c, Q25d, Q25e, Q25f, Q25g, Q25f Specify	prin_q25_a, prin_q25_b, prin_q25_c, prin_q25_d, prin_q25_e, prin_q25_f, prin_q25_f	1=never 2=up to four times/year 3=more than 4 times/year
26	Q26	prin_q26	1=yes 2=no
	Q26.1	prin_26.1	number
27a-e	Q27a, Q27b, Q27c, Q27d, Q27e	prin_q27_a, prin_q27_b, prin_q27_c, prin_q27_d, prin_q27_e	numbers
28	Q28.1 Q28.1.1 Q28.2 Q28.2.1	prin_q28.1 prin_q28.2	1=yes all have 2=yes, some have 3=no
		prin_q28.1_staff prin_q28.2_staff	number of staff that have been trained, in responses to answer 2=yes, some have, above
29a-d	Q29a, Q29b, Q29c, Q29d	prin_q29_a, prin_q29_b, prin_q29_c, prin_q29_d	1=strongly agree 2=agree 3=not sure 4=disagree 5=strongly disagree
Comments	Comments	prin_comments	Please type in text

5.2.9 Canteen (primary school & high school)

Dataset name: Canteen

Dataset description: Survey designed to capture information about the healthy eating environments of primary school children (all year levels) at school, based on what is sold at the canteen and approach taken by canteen managers.

Data summary:

	N (2006)		***N (2009)***	
	Primary School	*High School*	*Primary School*	*High School*
Intervention	*13*	*2*	*8*	*0*
Comparison	*13*	*5*	*11*	*4*
TOTAL	*26*	*7*	*19*	*4*

Tool used to collect data: Canteen questionnaire. Provided to all primary school and high school canteen managers at (a) primary schools where students were measured and completed questionnaires and (b) all high schools in *ewba* intervention and comparison sites in 2006 (baseline) and 2009 (follow-up).

Related files and location:

Baseline Report Part 2 (Jones et al 2010); Final Report Sections 6.4.2 and 6.4.6 (Pettman et al 2010)

Data available:

Data entered according to the items on the canteen questionnaire (Appendix 1)

Variables:

Question number - questionnaire	Variable name 2006	Variable name 2009	Variable values
ID	number	c_canteen_id	
1	Q1.1, Q1.2 (1=ticked, blank=not ticked)	c_q1(1=directly by the school, 2=outsourced to contractor)	different for each year – see info in brackets
2a-e	Q2A, Q2B, Q2C, Q2D, Q2E	c_q2_a, c_q2_b, c_q2_c, c_q2_d, c_q2_e	0 or blank=not ticked; 1=ticked
3	Q3A, Q3B, Q3C	c_q3_a, c_q3_b, c_q3_c	0 or blank =not ticked; 1=ticked
4a-f	Q4A, Q4B, Q4C, Q4D, Q4E, Q4F	c_q4_a, c_q4_b, c_q4_c, c_q4_d, c_q4_e, c_q4_f, c_q4_f_other	1=very important 2=important 3-somewhat important 4=not important text for other question
5	Q5	c_q5	1=yes, 2=no
	Q5.A, Q5.B, Q5.C, Q5.D, Q5.E, Q5.F, Q5.G, Q5.H, Q5.I, Q5.I comments	c_q5_1_a c_q5_1_b c_q5_1_c c_q5_1_d c_q5_1_e c_q5_1_f c_q5_1_g c_q5_1_h c_q5_1_i c_q5_1_i_comments	0 or blank=not ticked; 1=ticked text for comments question
6	Q6	c_q6	1=yes, 2=no
	Q6 6.1 Q6 6.1Y Q6 6.2 Q6 6.2 M Q6 6.2 Y	c_q6_6.1_year c_q6_6.2_month c_q6_6.2_year	type in year/ month
	Q6.3A, Q6.3B, Q6.3C, Q6.3D, Q6.3E, Q6.3F, Q6.3G	c_q6_3_a c_q6_3_b c_q6_3_c c_q6_3_d c_q6_3_e c_q6_3_f c_q6_3_g	1=yes, 2=no, 3=don't know
7	Q7	c_q7	1=make a profit 2=break even 3=run at a loss 4=don't know
8a-i	Q8A, Q8B, Q8C, Q8D, Q8E, Q8F, Q8G, Q8H, Q8I,	c_q8_a c_q8_b c_q8_c	0=not ticked; 1=ticked text for comments

	Q8l Comments	c_q8_d c_q8_e c_q8_f c_q8_g c_q8_h c_q8_i c_q8_i_comments	question
9	Q9	c_q9	1=yes, 2=no
	Q9.1a, Q9.1b, Q9.1c, Q9.1d, Q9.1e, Q9.1f, Q9.1g, Q9.1h, Q9.1h comments	c_q9_1_a c_q9_1_b c_q9_1_c c_q9_1_d c_q9_1_e c_q9_1_f c_q9_1_g c_q9_1_h c_q9_1_h_comments	0 or blank=not ticked; 1=ticked text for comments question
10a-o	Q10a, Q10b, Q10c, Q10d, Q10e, Q10f, Q10g, Q10h, Q10i, Q10j, Q10k, Q10l, Q10m, Q10n, Q10o, Q10o comments	c_q10_a c_q10_b c_q10_c c_q10_d c_q10_e c_q10_f c_q10_g c_q10_h c_q10_i c_q10_j c_q10_k c_q10_l c_q10_m c_q10_n c_q10_o c_q10_o_comments	0 or blank =not ticked; 1=ticked text for comments question
11a-t	Q11a, Q11b, Q11c, Q11d, Q11e, Q11f, Q11g, Q11h, Q11i, Q11j, Q11k, Q11l, Q11m, Q11n, Q11o, Q11p, Q11q, Q11q_comments, Q11r, Q11s, Q11t, Q11t comments	c_q11_a c_q11_b c_q11_c c_q11_d c_q11_e c_q11_f c_q11_g c_q11_h c_q11_i c_q11_j c_q11_k c_q11_l c_q11_m c_q11_n c_q11_o c_q11_p c_q11_q c_q11q_comments c_q11_r c_q11_s	0 or blank=not ticked; 1=ticked text for comments question

		c_q11_t c_q11t_comments	
12a-m	Q12A, Q12B, Q12C, Q12D, Q12E, Q12F, Q12G, Q12H, Q12I, Q12J, Q12K, Q12L, Q12L comments, Q12M	c_q12_a c_q12_b c_q12_c c_q12_d c_q12_e c_q12_f c_q12_g c_q12_h c_q12_i c_q12_j c_q12_k c_q12_l c_q12_l_comments	0 or blank=not ticked; 1=ticked text for comments question
13	Q13 1F Q13 2F Q13 3F Q13 4F Q13 1D Q13 2D Q13 3D Q13 1WF Q13 2WF Q13 3WF Q13 4WF Q13 1WD Q13 2WD Q13 3WD	c_q13_Sum_Food_1 c_q13_Sum_Food_2 c_q13_Sum_Food_3 c_q13_Sum_Food_4 c_q13_Win_Food_1 c_q13_Win_Food_2 c_q13_Win_Food_3 c_q13_Win_Food_4 c_q13_Sum_Drink_1 c_q13_Sum_Drink_2 c_q13_Sum_Drink_3 c_q13_Win_ Drink_1 c_q13_Win_ Drink_2 c_q13_Win_ Drink_3	text
14a-l	Q14a, Q14b, Q14c, Q14d, Q14e, Q14f, Q14g, Q14h, Q14i, Q14j, Q14k, Q14l	c_q14_a c_q14_b c_q14_c c_q14_d c_q14_e c_q14_f c_q14_g c_q14_h c_q14_i c_q14_j c_q14_k c_q14_l	1=every day you are open 2=3-4 times/week 3=1-2 times/week 4=several times/term 5=occasionally 6=never
	Q15	c_q15	1=yes 2=no
15	Q15 1 Q15 2 Q15 3 Q15 4 Q15 5	c_q15_1_Food c_q15_2_Food c_q15_3_Food c_q15_4_Food c_q15_5_Food	Food canteen stopped selling on a daily basis
	Q15 1A Q15 2A Q15 3.1	c_q15_1_Reason c_q15_2_Reason c_q15_3_Reason	Reasons for stopping selling

	Q15 4.1 Q15 5.1	c_q15_4_Reason c_q15_5_Reason	
	Q15 1.1 Q15 2.1 Q15 3A Q15 4A Q15 5.1A	 c_q15_1_Sold c_q15_2_Sold c_q15_3_Sold c_q15_4_Sold c_q15_5_Sold	Frequency food is sold now (1=occasionally, 2=weekly, 3=not at all)
16	Q16	c_q16	1=yes, 2=no
	Q16.1A Q16.1B Q16.1C Q16.1D Q16.1E Q16.1F Q16.1G Q16.1H Q16.1I	c_q16.1_a c_q16.1_b c_q16.1_c c_q16.1_d c_q16.1_e c_q16.1_f c_q16.1_g c_q16.1_h c_q16.1_i	Name of food (text)
	Q16.1.1A Q16.1.1B Q16.1.1C Q16.1.1D Q16.1.1E Q16.1.1F Q16.1.1G Q16.1.1H Q16.1.1I	c_q16.1.1_a c_q16.1.1_b c_q16.1.1_c c_q16.1.1_d c_q16.1.1_e c_q16.1.1_f c_q16.1.1_g c_q16.1.1_h c_q16.1.1_i	Response from students: 1=excellent, 2=good, 3=poor, 4=no interest

5.2.10 Out of School Hours Care

Dataset name: Out of School Hours Care (OSHC)

Dataset description: Survey designed to capture information about the healthy eating and physical activity environments of primary school children (all year levels) attending OSHC.

Data summary:

	N (2006)	***N (2009)***
Intervention	*9*	*9*
Comparison	*4*	*4*
TOTAL	*13*	*13*

Tool used to collect data: OSHC questionnaire. Provided to OSHC managers at primary schools where students were measured and completed questionnaires and in 2006 (baseline) and 2009 (follow-up), when the school had an OSHC program.

Related files and location:

Previous analyses performed: Baseline Report Part 2 (Jones et al 2010); Final Report Section 6.4.2 (Pettman et al 2010)

Data available:

Data entered according to the items on the OSHC questionnaire (Appendix 1)

Variables:

Question number - questionnaire	Variable name 2006	Variable name 2009	Variable values
ID	Number	o_oshc_id	
1a-e	Q1a, Q1b, Q1c, Q1d, Q1e	o_q1_a, o_q1_b, o_q1_c, o_q1_d, o_q1_e	1=never/rarely 2=some of the time 3=most of the time 4=always 5=don't know
2	Q2	o_q2	1=strongly agree 2=agree 3=not sure 4=disagree 5=strongly disagree
3	Q3	o_q3	1=strongly agree 2=agree 3=not sure 4=disagree 5=strongly disagree
4	Q4	o_q4	1=yes 2=no 3=No, AASCP no longer offered
5a-f	Q5a, Q5b, Q5c, Q5d, Q5e, Q5f	o_q5_a, o_q5_b, o_q5_c, o_q5_d, o_q5_e, o_q5_f	1=yes 2=to some extent 3=no 4=does not apply
6	Q6 Q6.6.1 Q6.6.2M Q6.6.2Y	o_q6 o_q6_6.1 o_q6_6.2_Mth o_q6_6.2_Yr	1=yes; 2=no Year and month
7a-d	Q7a, Q7b, Q7c, Q7d	o_q7_a, o_q7_b, o_q7_c, o_q7_d	1=completely 2= to some extent 3=not at all
8a-f	Q8a, Q8b, Q8c, Q8d, Q8e, Q8f	o_q8_a, o_q8_b, o_q8_c, o_q8_d, o_q8_e, o_q8_f	1=completely 2= to some extent 3=not at all
9	Q9 Q9.9.1 Q99.2M Q9.9.2Y	o_q9 o_q9_9.1 o_q9_9.2_Mth o_q9_9.2_yr	1=yes; 2=no Year and month
10a-d	Q10a, Q10b, Q10c, Q10d	o_q10_a, o_q10_b, o_q10_c, o_q10_d	1=completely 2= to some extent 3=not at all
11a-g	Q11a, Q11b, Q11c, Q11d, Q11e, Q11f, Q11g	o_q11_a, o_q11_b, o_q11_c, o_q11_d, o_q11_e, o_q11_f, o_q11_g	1=completely 2= to some extent 3=not at all
12a-l	Q12a, Q12b, Q12c, Q12d, Q12e, Q12f, Q12g, Q12h, Q12i, Q12j, Q12k, Q12l	o_q12_a, o_q12_b, o_q12_c, o_q12_d, o_q12_e, o_q12_f, o_q12_g, o_q12_h, o_q12_i, o_q12_j, o_q12_k, o_q12_l	1=strongly agree 2=agree 3=not sure 4=disagree 5=strongly disagree

13a-e	Q13a, Q13b, Q13c, Q13d, Q13e	o_q13_a, o_q13_b, o_q13_c, o_q13_d, o_q13_e,	1=not at all 2=once a year 2=once a term 4=more frequently
14	Q14	o_q14	1. Less than 1 serve a day 2. 1 to 2 serves a day 3. 3-5 serves a day 4. More than 5 serves a day 5. Unsure
15	Q15	o_q15	1. Less than 1 serve a day 2. 1 to 2 serves a day 3. 3-5 serves a day 4. More than 5 serves a day 5. Unsure
16	Q16	o_q16	1. None 2. At least 30 minutes/day 3. At least 60 minutes/day 4. At least 90 minutes/day 5. Unsure
17	Q17	o_q17	1. 30 minutes/day 2. 1 hour/day 3. 2 hours/day 4. 3 hours/day 5. 4 hours/day 6. Unsure
18	Q18	o_q18	Name
19a-c	Q19a, Q19b, Q19c	o_q19_a, o_q19_b, o_q19_c	Numbers
20	Q20.1 Q20.2	o_q20.1 o_q20.2	1=yes all, 2=yes some, 3=no
	Q20.1A Q20.2A	o_q20.1_a o_q20.2_a	Number of staff (from 2=yes some above)
Comments	comments	o_comments	Please type in text

6 Evaluation Framework

The evaluation of *ewba* used multiple strategies and occurred across multiple settings. The goals of the evaluation were to:

demonstrate the effectiveness of ewba to increase healthy weight among children and young people; and to improve behaviours, attitudes and environments linked to healthy eating and physical activity

determine the key components of the ewba intervention that contribute to success, sustainability and transferability and to document organisational learnings and practice implications

The methods comprising the evaluation framework have been described elsewhere, including the ewba final report (Pettman et al 2010), ewba progress reports 3 and 4 (Mastersson, 2006-2007), Baseline reports Part 1 (Jones, 2008) and Part 2 (Jones, 2009) and additional details relating to the quantitative data collection process in schools have been published (Wilson, 2009).

An evaluation coordinator was employed within the project, and an external Evaluation Academic Team (EAT) provided an independent perspective, academic rigour and support to the Evaluation Coordinator.

The evaluation was a mixed-methods design (Figure 2), intended to match the project goal and objectives to evaluation questions, indicators and measurable constructs. An evaluation framework provided guidance to the day-to-day work of the evaluation coordinator. The mixed-methods design is important as it reflects the union of the ewba focus and approach, that is; healthy eating and physical activity through community development. The framework blends both quantitative and qualitative methods of data collection and analysis, used to determine both processes and outcomes of ewba. The framework is multi-layered, aiming to measure impacts at individual and environmental (settings, homes) levels. As described previously in section 4.3, contextual factors were also examined as part of the evaluation tasks.

The quantitative evaluation was a quasi-experimental design, as described by Campbell & Stanley (1966) with non-matched comparison communities that did not receive the intervention (Cook & Campbell, 1979). Data were collected at baseline (2006) and post intervention (2009) by repeat cross-sectional assessments.

The qualitative evaluation was designed to understand more about changes observed, that could be related to ewba interventions. Critical analysis is squarely the focus, in order to understand contributing factors to change; why an intervention works in some settings in ways dissimilar to other settings, and what enables an intervention to be sustained. The interpretive and critical approach is crucial to enable the ewba evaluation to determine sustainable and transferable components of a coordinated community approach.

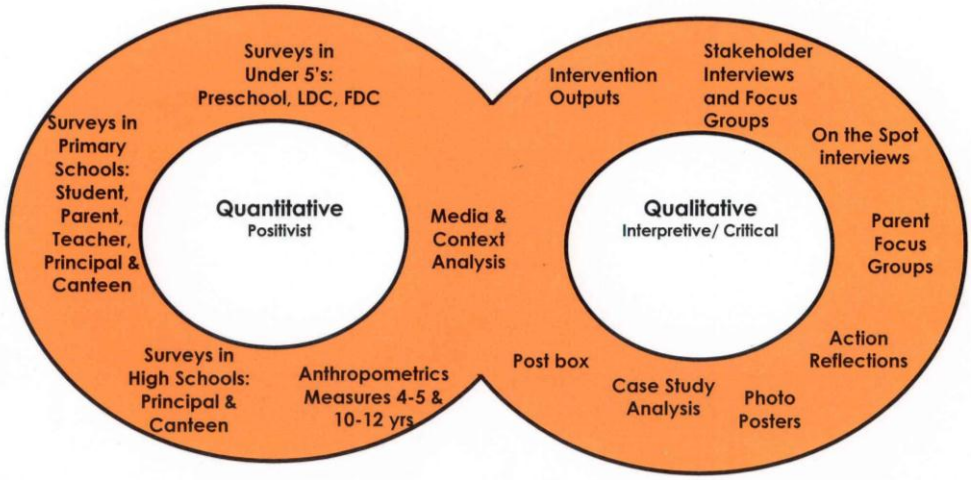

Figure 2: Evaluation framework for the *eat well be active* Community Programs

A summary of the datasets available, sample and tools used is provided in Table 3. More information about each set of data can be found in the relevant section of the User Guide.

Table 3: Summary of available datasets and the tools and sample used to collect them for the *eat well be active* Community Programs

Arm of the *ewba* evaluation	**Activity/ dataset**	**Sample**	**Tool/s used to collect information**
Qualitative	Project monitoring – interventions	*ewba* Project Coordinators	Microsoft access database
	Project monitoring – reflective journals	*ewba* Project Coordinators	Microsoft access database
	Case study	Multiple samples	Case study pro forma
	Context analysis	Other HE and PA projects in SA	Decision tree
	Media analysis	Media articles	
	Interviews & focus groups	Project workers, stakeholders and participants	Interview schedules
	On the spot interviews	Shoppers in Murray Bridge & Morphett Vale	Brief interview schedule (3-4 questions)
	Photo posters	Primary school children	Questions and video footage
	Post box	Primary school children	Artwork, postcards and questions
Quantitative	Anthropometry	Children aged 4 and 10-12 years	Weight, height and waist circumference
	Nutrition	10-12 year old school children	Nutrition questionnaire
	Physical activity	10-12 year old school children	Physical activity questionnaire
	Parent	Parents of primary school children	Parent questionnaire
	Teacher	Primary school teachers	Teacher questionnaire
	Canteen	Primary and high school canteen managers	Canteen questionnaire (primary and high school)
	Principal	Primary and high school	Principal questionnaire

		principals	(primary and high school)
	Out of School Hours Care (OSHC)	Primary school OSHC directors	OSHC questionnaire
	Long Day Care	Long Day Care directors	Long Day Care questionnaire
	Family Day Care	Family Day Carers	Family Day Care questionnaire
	Pre-school	Pre-school directors	Pre-school questionnaire

Information is included about:

- Framework drafts
- Action plans
- Gantt charts

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8 Appendices

APPENDIX 1 – QUESTIONNAIRES

Note these questionnaires are the versions used in 2009 (slightly different to those used in 2006) The document which outlines the differences can be found at: